



Secrets of a Millionaire

"A big part of financial freedom is having your heart and mind free from worry about the what-ifs of life." - Suze Orman. Yet how can our students experience this freedom from worry when they do not know the basics of how to manage their finances? This apprenticeship teaches the basic terminology and financial management skills critical for students' development into responsible, money savvy adults. Although this apprenticeship is all about money, students will learn that money is the means to an end not the goal in and of itself. By knowing how to better manage their money, students will be happier and worry less. Through the applied knowledge of budgeting, saving, interest and more, students will be empowered to assist a real client with his/her individualized financial plan at the WOW! and to make smart financial decisions themselves for years to come.

Unit Standards and Objectives

| Standard #1: Citizen Schools students will make an effective oral presentation. | Standard #2: Citizen Schools students will develop a personal financial plan. |
|---|---|
| Lesson Objectives: <ul style="list-style-type: none"> ● Explain class expectations and professionalism expectations for apprenticeship ● Practice introducing yourself professionally by making eye contact, giving a firm handshake, smiling, and speaking clearly ● Use appropriate eye contact and body language when meeting with a client ● Articulate why spending cuts should be made to curb overspending and improve fidelity to a budget based on facts about the difference between needs and wants ● Use appropriate volume and clear pronunciation when meeting with a client ● Practice using graphs to enhance clarity and persuasiveness of presentation of information and recommendations to the client ● Use effective body language and gestures to | Lesson Objectives <ul style="list-style-type: none"> ● Explain what a financial advisor does for a living ● Describe the WOW! and the potential clients to represent ● Practice using category percentages to make a budget based on a specified income ● Convert 8 percents into decimals as the first step in using category percentages to make a budget based on a specified income ● Demonstrate understanding of the difference between a need and a want by categorizing a list of items accurately as either a need or a want ● Explain the relationship between spending practices and achieving financial goals ● Identify examples where actual spending exceeds recommended budget ● Define what interest is and be able to explain that it is earned when saving and paid when going into debt ● Calculate simple interest over time in 5 examples using a |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*



| | |
|---|--|
| <p>support use of visual aids in presentations to clients</p> <ul style="list-style-type: none">● Identify 3-5 tips on oral presentation and meeting with clients in a finance setting● List 3-5 characteristics of financial advisors to emulate for the WOW!● Understand roles and logistics for the WOW!● Understand expectations for oral presentation in the categories of body language, eye contact, speaking, using visuals, giving evidence● Understand roles and logistics for the WOW!● Demonstrate expectations for oral presentation in the categories of body language, eye contact, speaking, using visuals, and giving evidence● Practice client presentation for the WOW! using index cards● Understand roles and logistics for the WOW!● Demonstrate expectations for oral presentation in the categories of body language, eye contact, speaking, using visuals, and giving evidence● Practice client presentation for the WOW! using index cards | <p>calculator using the equation $\text{interest} = \text{principal} \times \text{interest rate} \times \text{time}$</p> <ul style="list-style-type: none">● Calculate compound interest over time in 4 examples using an online calculator● Determine the amount of money to save or invest monthly based on a specific financial goal● Identify two types of accounts to earn interest and save money in at a bank● Give your client 3 reasons why eliminating their credit card debt supports their financial goals● Match three kinds of debt to average interest rates● Describe 2-3 different finance careers● Create a recommended financial plan for clients including a recommended budget and investment strategy to reach a specific financial goal● Finalize financial plans for clients including a recommended budget and investment strategy to reach a specific financial goal |
|---|--|

Essential Questions

What are 1-2 universal or debatable questions that students will wrestle with in this apprenticeship?

- What is the relationship between financial planning and happiness?
- How do I know if it's a good idea or a bad idea to buy something?

Performance Task Assessment (WOW!)

By the end of the Secrets of a Millionaire apprenticeship, students will be able to apply what they've learned about financial literacy to create a professional financial plan for a specific client profile. They will be able to present their plan articulately and confidently to a panel or audience of experts who represent the client's interests. Additionally, the knowledge and skills that the students have learned will prepare them to answer questions eloquently from the experts.



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*



We use a GRASP framework to describe this task:

GOAL: Students create and present a professional financial plan for a specific client profile.

ROLE: Students will take the role of financial advisor. They will put the financial plan together for the clients and design a presentation to share this plan with the audience.

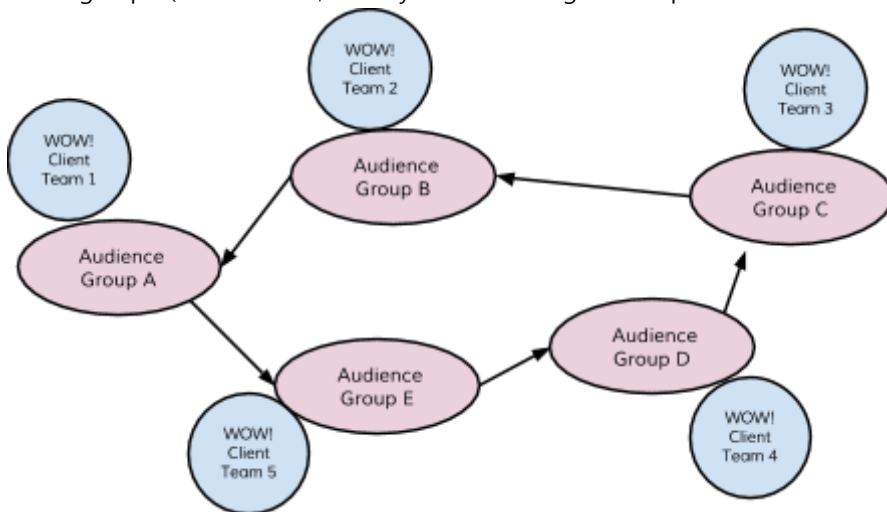
AUDIENCE: Finance experts, community members, teachers, and families will attend as the audience.

SITUATION: Students will present their financial plans orally to the audience. See below for a fuller explanation of the logistical setup of the presentations.

PRODUCT: Students will create a financial plan and present it to the audience.

STANDARDS: Students are assessed using the Communication [Rubric](#) and Financial Literacy standards

In order to give each student adequate opportunity to demonstrate his/her mastery of financial literacy and oral presentation skills, it is recommended that the students are split up into teams of three and that they present their financial plan for one client simultaneously to groups of the audience. The teams of students can present in a large room split into sections or in separate, smaller rooms. Then, as the audience rotates, students get more practice by repeating their presentations and answering questions multiple times. If you have 15 students, you will have 5 student teams and you will split your audience into 5 groups. (See Lesson 8, Activity 1 for a full logistical explanation of the WOW!)

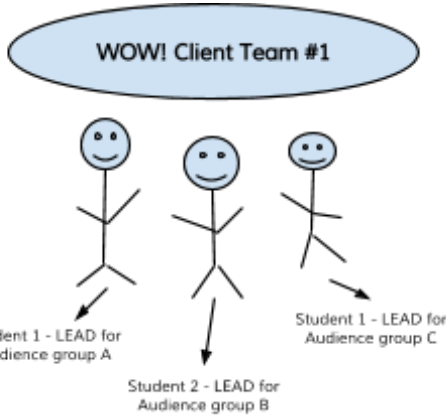


It is recommend that you have three rotations rather than planning to have every audience member attend every student presentation. Student presentations will be 10-15 minutes, and with three rotations, the presentation component of your WOW! will be 45 minutes.

As previously stated, each WOW! Client Team will have three students on it. For each presentation, one of the students will take a turn being the Lead Financial Advisor with the other two students supporting. This will provide authentic oral presentation demonstration for each student along with shared responsibility for overall success.



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*



Students will use trifold boards, powerpoint, and/or handouts as visual aids during their presentation, but these should **not** have been student generated since the focus of the apprenticeship is on building the skill of oral presentation, not written communication. Citizen Teachers and Team Leaders will create these visual aids outside of the apprenticeship lessons and work with students to master referencing them during their presentations. There is not time written into the lessons for the creation of visuals but rather time is allocated towards using them and presenting with them.

If the recommended station WOW! setup isn't possible, an alternate option is to have the teams of students present to each client and a panel of experts on stage while the audience observes. After presenting their financial plans, students can again take financial literacy questions from the panel and/or audience. This setup does not automatically provide ample opportunity for each student to demonstrate financial literacy learning and oral presentation learning, so additional thought will need to be given as to how to adequately assess this learning.

Lesson Plans At-A-Glance

| Week | Lesson Objectives | Agenda | Outcomes & Work Products |
|------|--|---|--|
| 1 | <ul style="list-style-type: none"> ● Explain class expectations and professionalism expectations for apprenticeship ● Practice introducing yourself professionally by making eye contact, giving a firm handshake, smiling, and speaking clearly ● Explain what a financial advisor does for a living ● Describe the WOW and the potential | <ul style="list-style-type: none"> ● Hook: If I Had 1 Million Dollars ● Introduction to New Material: What is a Financial Advisor? ● Activity 1 Working Together ● Activity 2: Professional Introductions ● Activity 3: My Client ● Assessment: Exit Ticket | <ul style="list-style-type: none"> ● WOW! Prep: Students will know the WOW! and review the client profiles ● Oral Presentation Skill: Practice professional introductions (1.b, 1.e) |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*



| | clients to represent | | |
|---|---|--|---|
| 2 | <ul style="list-style-type: none"> ● Use appropriate eye contact and body language when meeting with a client ● Practice using category percentages to make a budget based on a specified income ● Convert 8 percents into decimals as the first step in using category percentages to make a budget based on a specified income | <ul style="list-style-type: none"> ● Hook: Lightning Round Review ● Introduction to New Material: What is a Budget? ● Activity 1: Convert % to Decimal ● Activity 2: Building Budgets ● Activity 3: Client Coaching ● Assessment: Exit Ticket | <ul style="list-style-type: none"> ● Component of the Financial Plan: Recommended budget for client ● Oral Presentation Skill: Appropriate eye contact and body language (1.b) |
| 3 | <ul style="list-style-type: none"> ● Articulate why spending cuts should be made to curb overspending and improve fidelity to a budget based on facts about the difference between needs and wants ● Demonstrate understanding of the difference between a need and a want by categorizing a list of items accurately as either a need or a want ● Explain the relationship between spending practices and achieving financial goals ● Identify examples where actual spending exceeds recommended budget | <ul style="list-style-type: none"> ● Hook: Lightning Round Review ● Introduction to New Material: Money Choices ● Activity 1: Needs vs Wants ● Activity 2: Overspending ● Activity 3: Client Coaching ● Assessment: Exit Ticket | <ul style="list-style-type: none"> ● Component of the Financial Plan: Overspending identified and recommendation for where to cut to reach financial goals ● Oral Presentation Skill: Make a clear, well-reasoned claim based on facts learned about sound financial planning (1.a) |
| 4 | <ul style="list-style-type: none"> ● Use appropriate volume and clear pronunciation when meeting with a client ● Define what interest is and be able to explain that it is earned when saving and paid when going into debt ● Calculate simple interest over time in 5 examples using a calculator using the equation $\text{interest} = \text{principal} \times \text{interest rate} \times \text{time}$ ● Calculate compound interest over time in 4 examples using an online calculator | <ul style="list-style-type: none"> ● Hook: Lightning Round Review ● Introduction to New Material: Interest ● Activity 1: Calculate Simple Interest ● Activity 2: Calculate Compound Interest ● Activity 3: Client Coaching ● Assessment: Exit Ticket | <ul style="list-style-type: none"> ● Component of the Financial Plan: Recommended amount to save for client to reach financial goals ● Oral Presentation Skill: Appropriate volume and pronunciation (1.b) ● Oral Presentation Skill: Using online tools to gather information (1.c) |
| 5 | <ul style="list-style-type: none"> ● Practice using graphs to enhance clarity and persuasiveness of presentation of information and recommendations to | <ul style="list-style-type: none"> ● Hook: Lightning Round Review ● Introduction to New Material: Save More! ● Activity 1: Savings Accounts and Investments | <ul style="list-style-type: none"> ● Component of the Financial Plan: Recommended saving method for client ● Oral Presentation Skill: Using visuals to |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*



| | | | |
|---|---|--|--|
| | <p>the client</p> <ul style="list-style-type: none"> ● Determine the amount of money to save or invest monthly based on a specific financial goal ● Identify two types of accounts to earn interest and save money in at a bank | <ul style="list-style-type: none"> ● Activity 2: How Much to Save ● Activity 3: Client Coaching ● Assessment: Exit Ticket | <p>enhance presentation (1.d)</p> <ul style="list-style-type: none"> ● Oral Presentation Skill: Using articles to gather information (1.c) |
| 6 | <ul style="list-style-type: none"> ● Use effective body language and gestures to support use of visual aids in presentations to clients ● Give your client 3 reasons why eliminating their credit card debt supports their financial goals ● Match three kinds of debt to average interest rates | <ul style="list-style-type: none"> ● Hook: Lightning Round Review ● Introduction to New Material: Types of Debt ● Activity 1: How Much Do I Owe? ● Activity 2: Cost of Credit Cards ● Activity 3: Client Coaching ● Assessment: Exit Ticket | <ul style="list-style-type: none"> ● Component of the Financial Plan: Recommendations to client to pay off credit cards ● Oral Presentation Skill: Using visuals to enhance presentation (1.d) |
| 7 | <ul style="list-style-type: none"> ● Identify 3-5 tips on oral presentation and meeting with clients in a finance setting ● List 3-5 characteristics of financial advisors to emulate for the WOW! ● Describe 2-3 different finance careers | <ul style="list-style-type: none"> ● Hook: Field Trip Prep ● Introduction to New Material: Taking Notes ● Activity 1: Tour ● Activity 2: Panel/Presentation ● Activity 3: Debrief ● Assessment: Exit Ticket <p>*Field Trip to Investment Firm*</p> | <ul style="list-style-type: none"> ● Oral Presentation Skill: Observe financial advisors presentation skills (1.c, 1.e) ● WOW! Prep: Compile list of oral presentation best practices |
| 8 | <ul style="list-style-type: none"> ● Understand roles and logistics for the WOW! ● Understand expectations for oral presentation in the categories of body language, eye contact, speaking, using visuals, giving evidence | <ul style="list-style-type: none"> ● Hook: Lightning Round Review ● Introduction to New Material: It's WOW! Time ● Activity 1: Review WOW! logistics ● Activity 2: Create Financial Plan for Clients ● Activity 3: Practice WOW! Presentation ● Assessment: Exit Ticket | <ul style="list-style-type: none"> ● Oral Presentation Skill: Using all resources from the apprenticeship to compile financial plans (1.c) ● WOW! Prep: Compile financial plan ● WOW! Prep: Practice presentation ● WOW! Prep: Understand how the WOW! will work |
| 9 | <ul style="list-style-type: none"> ● Understand roles and logistics for the WOW! ● Demonstrate expectations for oral presentation in the categories of body language, eye contact, speaking, using visuals, and giving evidence ● Practice client presentation for the WOW! using index cards ● Finalize financial plans for clients including a recommended budget and investment strategy to reach a specific | <ul style="list-style-type: none"> ● Hook: Lightning Round Review ● Introduction to New Material: Using Index Cards ● Activity 1: Finalize Presentation ● Activity 2: Finalize financial plan for clients ● Activity 3: Practice WOW! presentation ● Assessment: Exit Ticket | <ul style="list-style-type: none"> ● Oral Presentation Skill: Using all resources from the apprenticeship to finalize financial plans (1.c) ● WOW! Prep: finalize financial plan ● WOW! Prep: create and practice presentation |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*



| | financial goal | | |
|----|---|--|---|
| 10 | <ul style="list-style-type: none">● Understand roles and logistics for the WOW!● Demonstrate expectations for oral presentation in the categories of body language, eye contact, speaking, using visuals, and giving evidence● Practice client presentation for the WOW! using index cards | <ul style="list-style-type: none">● Hook: Lightning Round Review● Introduction to New Material: Final WOW! Prep● Activity 1: Practice WOW! Presentation● Activity 2: Jeopardy & Celebration● Assessment: Exit Ticket | <ul style="list-style-type: none">● WOW! Prep: Finalize and practice presentation● WOW! Prep: Review logistics as needed |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*



Lesson Elements

| | |
|--|---|
| <p>Hook</p> <p>Opening ritual used each week to build excitement</p> | <p>Most lessons begin with a Lightning Round Review in which students compete (either students vs students or students vs teachers) by answering review questions from the content covered the previous week(s). A simple point tally is kept and students will win the right to choose the music played during the exit ticket.</p> |
| <p>Assessment</p> <p>How you will measure student learning (i.e., exit tickets, student writing, student presentations, etc.)</p> | <p>Students will complete an exit ticket weekly to demonstrate their learning of financial literacy content and oral presentation skill mastery. Additionally, teachers can also use the Communication Rubric of the oral presentation skills to assess the students over the course of the last three weeks as they practice and prepare for the WOW!</p> |
| <p>Structures</p> <p>Learning structures, tools or student grouping strategies</p> | <p>Students will be work in groups of 3 for their WOW! Client Teams. This will allow for collaboration and shared responsibility in preparing their WOW! Client Financial Plan. During the WOW!, each student will take a turn being the Lead Financial Advisor and lead presenter. This will provide authentic oral presentation demonstration for each student during the WOW! along with shared responsibility in the team for overall success.</p> <p>Lesson 1 is written such that you will allow students to vote for what client they work for and determine the WOW! Client Teams by student choice. Depending on your specific class make up this may or may not make sense for you. If you do decide to keep this element of choice, be aware that some students might not get the client that they want. Be prepared to provide rationale for why you assigned certain kids to certain WOW! Client Teams. Alternatively, take out this element of choice and assign students to teams based on ability grouping and who they would likely work with best.</p> <p>Additionally, lessons will use small group instruction, whole group instruction, games/interactive activities and more to teach math, financial literacy, and oral presentation concepts. In some cases it will be best to group student homogeneously by ability, in others heterogeneous grouping will better support learning.</p> |
| <p>Procedures</p> <p>Special procedures used each class (ie handing out folders, rearranging seating, etc.)</p> | <ul style="list-style-type: none"> ● Each week students will transition to their WOW! Client Teams before Activity 3 (and sometimes Activity 2). Consider what will work best for your space to conduct this physical rearrangement mid lesson. It is not recommended that you have the students sit in their WOW! Client Teams all the time, however, because it is best to have some variety with whom they work and interact. ● Additionally, you will have numerous handouts to distribute, retrieve, and manage. Consider using a file box to add to during the course of the semester. Then, in Weeks 8 & 9 when students are compiling their final financial plans, you will have easy access to blank copies of |



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*



all the materials you need.

- PowerPoint Slides to modify and use each day are [here](#)

The Pitch

Add description of a 2-3 minute interactive presentation of your apprenticeships. Presentations with props, interactive elements, and models of products similar to WOW! are typically most successful. The pitch should:

- Start with 2-3 sentences that a student would use to describe what they will be able to do by the end of the apprenticeship
- Guide CT(s) connecting their own experience to Apprenticeship topic when they introduce themselves
- Highlight the WOW!--what is all this building up to students knowing and doing at the end?
- Share how this apprenticeship will help prepare students for college and careers
- Describe a student who might enjoy or not enjoy this apprenticeship

- Say: Good Afternoon! My name is <insert name> and I am a Financial Advisor at Fidelity Investments. The apprenticeship I will be teaching is "Secrets of a Millionaire" and it is about money! Can anyone tell me what is something that you might not be able to buy right now, but you might want to save money for so you can buy later?
 - Solicit answers and write them on a whiteboard or chart paper. Examples: iPhone, a house, Ferrari/car, college, fancy sneakers, nachos everyday, etc. Potentially handout paper dollar bills or Fidelity swag for students who volunteer answers.
 - Say: "Wonderful! In this apprenticeship you will learn skills that you can use to save money towards any one of those things - and you'll learn ways that you can use the money you have to make more money by saving and investing.
- Introduce yourself: In my job everyday that's what I do! As I said, I'm a financial advisor at Fidelity Investments. In this apprenticeship you are going to learn how to be a financial advisor, how to use the money you have to make more money, and how to reach your financial goals. These goals are like the ones we just brainstormed - buying an iPhone, going to college, and someday maybe buying your own house.
- Say: "How many of you have or know someone that's owned an iPod? The first Ipod came out at the end of 2001 at a cost of \$400, At that same time Apple stock was trading at \$7/share. If you or I had used the \$399 to buy shares of Apple stock 10 years ago, instead of buying the iPod, we would have 57 shares of stock, or \$399 divided by \$7. Those 57 shares of Apple, which are now trading at \$700 (9/2012) would be worth almost \$40,000 today! Now that is a WOW!! Even if you missed buying the stock then and bought it in 2005 when the iPhone came out, or even 2010 when the iPad was launched, you would have more than doubled your money."
- Say: "Now, of course, not all stocks go up, but my story shows that some decisions we make about money, whether to spend it or save it and invest it, can have a big impact on your life. That's how people become millionaires, by thinking



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*



smart about money.”

- Say: “Other millionaires earn their money by making large salaries and if these people are smart, they hire people to help them with their money. We have all heard about pro athletes that get injured and lose all their money.”
- Say: “In this apprenticeship, you will learn how to think like a millionaire and to help others manage their money.”
 - Write this on the board.
- Say: “We will give you the tools and teach you the skills you need to:”
 - Create a budget
 - Analyze a client’s spending
 - Plan how to reach financial goals
 - Present your plans and convince your client to take your recommendations!
- Say: I mentioned financial goals... The goals are usually about saving a certain amount of money in order to use it for something. The goal is actually to be able to do something - like go to college or travel to Asia - or to buy something - like a house or a car. The goal isn’t actually the money - but the thing we want to do with it.
- Ask: What is a financial goal you or someone you know might have? What are some things people might have as goals to save for that they need to pay for or want to buy?
 - Solicit answers. Sample answers might be: Car, college, vacation, house...
 - Say: “We will learn to evaluate the best ways to save and borrow money to reach our own goals and our client’s goals, including the importance of having a good credit history so you have more options available.”
- Say: “We’ll be learning how to use math to manage our money. Sometimes it will be hard but we’ll also use tools like calculators and computers so don’t be afraid if you think of yourself as being ‘bad at math.’ The math in this apprenticeship is doable for everyone.”
- Say: “During the apprenticeship you’ll have a chance to come on a field trip to my office and see just how great a career helping people manage their money can be. For the WOW! we’ll be presenting financial plans that YOU create for real people - clients who you will be working for during this apprenticeship.”
- Say: “Thank you and I hope you will join us in learning how to Secrets of a Millionaire!”

Materials Needed for Pitch Day

1. Whiteboard or chart paper
2. Fake paper dollar bills or Fidelity swag

Apprenticeship in Action

CT feedback was gathered in preparation for the creation of this third revision of the Fidelity Investments’ curriculum. Key



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*



takeaways used to revise this version of the unit were:

- Make the lessons and supporting materials malleable by having them in Word instead of PDF
- Provide all handouts and supporting materials needed
- Incorporate more games, more fun, and more activity into the lessons
- Reduce the amount of content to provide deeper learning
- Focus on basic financial management skills

Following the first semester of using this version, CTs had the following notes and suggestions:

Math Skills

- Student mastery of basic math and compound interest is a potential challenge
- This was particularly true for lessons 2 and 4
- Many students did not grasp the basic math concepts behind simple interest.
 - CTs noted that for students who struggle, as long as they understand the power of compound interest working for/against them, that is the most important idea.
- Some students did not understand the relationship between percentages and decimals.
- Some students had difficulty using a basic calculator.

Rituals each week can help to add relevant and engaging examples:

- CTs for one apprenticeship did a “reveal” of a secret at the end of every lesson.
 - Examples: Michelle Obama shops at Target; Warren Buffett lives in the same modest house he did before he became wealthy

Resources at school

- Some schools have no/poor internet connectivity which made the compound interest tool impossible/difficult to use - CTs suggested that note that they should have a back-up plan that does not require internet.



Student presentations at the Secrets of a Millionaire WOW! at the Fidelity Offices in Fall 2014



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*



Apprenticeship Description for WOW! Communications

The following description can be used to share an overview with families and school partners, invite guests, share with colleagues, and put in the WOW! brochure.

"A big part of financial freedom is having your heart and mind free from worry about the what-ifs of life." - Suze Orman. Students of this apprenticeship can experience this freedom from worry after participating in "Secrets of a Millionaire!" Students have learned the basic terminology and financial management skills critical for their development into responsible, money savvy adults. Through the applied knowledge of budgeting, saving, interest and more, students will create an individualized financial plan including a budget, recommended cuts to spending, and an investment strategy to assist a real client achieve his/her financial goals. Students will present their plans for the clients at the WOW! and will conclude this apprenticeship better able to make smart financial decisions themselves for years to come.

Apprenticeship Acknowledgements

"Secrets of a Millionaire" was developed, modified and edited by Mandy Haeuser Gandin, Keely Ball, Kristin Hansen, Molly Bryson and Amy Hoffmaster as a third revision to the Fidelity Investments' Citizen Schools financial literacy curriculum. We'd like to recognize the entire Fidelity Investments team, led by Gary Blank and Rick Metters, for their support of the "Millionaire" curriculum and offer a special thanks to the Fidelity Citizen Teachers who provided feedback on the previous curriculum. We owe a particular debt of thanks to Roy Fralin, Jonathan Medeiros, and Kathleen Childs who also shared valuable resources they had created while teaching. Thank you!

The second revision, "Invest Like a Millionaire," was developed, modified and edited by Tracy Epp, Rachel MacNeill and Elijah Heckstall. The original Fidelity Investments' curriculum, "Who Wants To Be a Millionaire?" was compiled and edited by Jean Horstman, Becca Moskowitz and Lea Crusey.



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Lesson #1: *Being a Financial Advisor*



Essential Question

Which of the several universal or debatable questions for this unit will students consider in this lesson?

- What is the relationship between financial planning and happiness?

Lesson Overview

This lesson kicks off the apprenticeship with introductions, a WOW! overview and the biggest reveal of the day - meeting the clients via the client profiles! Students will meet their CTs and learn what a financial advisor does. They will learn more in depth what their WOW! will be at the end of the semester and they will vote for which clients they will represent. Additionally, the class will establish expectations for a professional working environment during the apprenticeship and they will have a chance to practice introducing themselves professionally.

Lesson Objectives

Standard #1: Citizen Schools students will make an effective oral presentation.

Lesson Objectives:

- **Explain** class expectations and professionalism expectations for apprenticeship
- **Practice** introducing yourself professionally by making eye contact, giving a firm handshake, smiling, and speaking clearly

Standard #2: Citizen Schools students will develop a personal financial plan.

Lesson Objectives:

- **Explain** what a financial advisor does for a living
- **Describe** the WOW! and the potential clients to represent

Lesson Agenda

| | |
|------------|--|
| 10 Minutes | Hook: If I Had 1Million Dollars |
| 10 Minutes | Introduction to New Material: What is a Financial Advisor? |
| 20 Minutes | Activity 1: Working Together |
| 25 Minutes | Activity 2: Professional Introductions |



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #1: *Being a Financial Advisor*



| | |
|------------|-----------------------|
| 15 Minutes | Activity 3: My Client |
| 10 Minutes | Assessment |



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #1: *Being a Financial Advisor*



Lesson Preparation

● Preparation:

- Have space for students to sit at desks or at tables, but also have open space for the name game at the beginning and the Introduction Competition in Activity 2.
- Prepare all visuals beforehand and be sure to hang the client profile visuals so that you cannot see them. Ideally, students notice the cover up and ask what they are. You can then build excitement around them learning who their clients will be.
 - You can use the [client profile pages](#) for your profile visuals OR you can create a visual that highlights basic information.
- In the hook of this lesson, you may want to play “If I Had a Million Dollars,” by the Barenaked Ladies while students reflect and write down their answers.
- Word Wall: In each lesson you will add words to a word wall to build students’ vocabulary. It is recommended that you create this Word Wall on a trifold board that you can bring to the apprenticeship each week. Post each word along with its definition. Review the previous week’s words in context of the Hook and the Lightning Round Review. For this week, prepare the Word Wall board along with the words for this week (included in the Materials section at the end of this lesson).

● Co-teaching plan

- It is recommended to use Team Teach or One Teach, One Assist method and tradeoff who is the lead for a majority of this lesson. This will introduce students to both the CT(s) and the TL and set the stage for a true shared teaching experience. Plan ahead for which teacher will take the lead on which activities.
- In Activity 2: Professional Introductions, consider using Parallel Teaching and having both the CT and TL facilitate the Introduction Competition with a group of half of the students. By facilitating this game simultaneously, students will get more practice and more attention. Plus, if you have time, you can have the winning teams showdown against each other for the final championship.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #1: *Being a Financial Advisor*



Materials

- A ball (something in the tennis ball to beach ball range)
- Markers - for chart paper and/or whiteboard
- Chart paper or whiteboard
- Chart paper with a large circle drawn on it and "Expectations" written on the top
- Fidelity swag to give as prizes for the Introduction Competition
- Client profile visuals and covers (or hang them backwards)
- Client voting ballots - one per student
- Exit Tickets - one per student
- Word Wall: board and new words to add to the wall - one per class
- Computer/iPod, speakers - if you are going to play the "If I Had a Million Dollars" song

Hook: If I Had 1 Million Dollars

(10 Minutes)

- **Teacher's Note:** *Playing music during independent work or reflection time can be a great way to infuse joy into a lesson and signal to students that it is quiet work time. Consider using music in this way throughout this unit. Notes are included of songs that may be a good fit for various activities. In this hook, you may want to play "If I Had a Million Dollars," by the Barenaked Ladies while students reflect and write down their answers.*
- **Reflect:** Imagine a very nice person gave you \$1,000,000 and told you that you could use it as you wish with two conditions: 1) you have to save part of it and 2) you have to use some of it to help others. Write down all of the things you would do with the money.
- **Introduce yourself:** Citizen Teacher(s) (CT) introduces self as a Financial Advisor and a teacher in this apprenticeship over the next ten weeks. Share one reason why you chose to volunteer as a CT and what you're excited to teach students. The TL should also introduce him/herself as a co-teacher of the apprenticeship.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #1: *Being a Financial Advisor*



- **Facilitate shareback:** Have students stand in a circle. Tell students that you are going to toss the ball to one of them, then they will introduce themselves and share one of their responses to the Hook. After they have shared, have them toss the ball back to you. Then toss the ball to another student.
 - **Note:** This is always a fun question so use this as the first opportunity to encourage speaking at volume where everyone can hear. After students have shared some fun ideas, be sure they share some ideas for how to help others (to reinforce giving back) and then transition the discussion to why investing and financial management is important.
 - **Note:** Use this as an opportunity to memorize your students' names. When the ball gets tossed back to you, say, "Thank you ___" and pass to the next student. Go back and see if you can remember everyone's name at the end and remind students of your name as well.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #1: *Being a Financial Advisor*



Introduction to New Material:

What is a Financial Advisor?

(10 Minutes)

- **Teacher's Note:** *It is recommended to use Team Teaching or One Teach, One Assist method and tradeoff who is the lead for a majority of this lesson. This will introduce students to both the CT(s) and the TL and set the stage for a true shared teaching experience. Plan ahead for which teacher will take the lead on which activities.*
- **Introduce** the Apprenticeship: Our apprenticeship is Secrets of a Millionaire. There are so many ways to spend money - credit cards, on our phones, pay pal, online, cash, checks, etc - but they are all ways of spending money and buying things. In fact, spending money is easy, but saving and building up a lot of money can be hard for people! That's why financial advisors have jobs - we help people make plans to manage and save their money. That way, over time, people can reach their financial goals - like buying a house, paying for college, or traveling to another country. People can distinguish between spending money on things they want (like McDonalds and fancy new phones) and things they need (like healthy food and going to college).
- **Say:** In this apprenticeship we won't be doing anything that is really dangerous like sawing wood or hammering nails, but we will be working with clients and helping them manage their money. This will require confidentiality or not telling anyone about the details of their finances, their money.
 - **Think** of a time when a friend told you a secret and asked you not to tell anyone. Were you good at keeping that secret? Knowing how much money someone has and how they spend it is kind of like knowing your friend's secret. It's important to keep their information private. This is a big expectation of every financial advisor and of you, our junior financial advisors too.
- **Preview:** Today we're also going to talk more about how we're going to work together as a team in this apprenticeship and learn more about what we're going to do for our WOW! and how we're going to get there.
- **Check for Understanding:** Okay, before we go any further, let's do a quick TeachBack. Who can tell me why we help people manage their money?
 - Answers may include: To help them save money and achieve their financial goals.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #1: *Being a Financial Advisor*



- **Say:** “Everyone has different goals. I hear you all have set goals for your future, as well. Because everyone has different goals, the way they manage their money is different.”
- **Transition:** Now it’s time for you to tell me a little more about yourself and learn the special skills that financial advisors need. Over the course of ten weeks, you are going to become a financial advisor for real clients and, at the end of the semester, you’ll be able to give advice to many people about how to use their money to reach their goals. You’ll also have spent enough time in this role to have an idea about whether or not this is a career you’d like to pursue and learn more about in college.

Activity One: Working Together (20 Minutes)

- **Teacher’s Note:** *Be sure to include both apprenticeship specific expectations and general campus expectations in this activity.*
- **Say:** We are going to have a lot of fun together and I am looking forward to sharing some tricks of the trade. In addition to helping real people make plans for their financial future, you will also learn things that will be helpful to you and your family. To ensure we make the most of our time together, let’s establish expectations for how we will interact with one another during apprenticeships.
- **Facilitate:** Let’s think about this in terms of how we do want to be treated and how we don’t want to be treated; what we do want to see or hear and what we don’t want to see or hear.
 - **Reveal (or turn around)** the Expectations chart paper. Currently this will be a blank piece of chart paper with “Expectations” written at the top and a big circle drawn on it.
 - **List:** Let’s start with what we don’t want to see, hear and/or how we don’t want to be treated.
 - **Solicit responses** from students and make sure your top expectations make it on to the list as well.
 - **Write** these on the chart paper **outside** of the circle.
 - **List:** Now let’s focus on what we do want to see, hear and how we do want to be treated.
 - **Solicit responses** from students and make sure your top expectations make it on to the list as well.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #1: *Being a Financial Advisor*



■ **Write** these on the chart paper **inside** the circle.

- **List:** Remember, this is a professional apprenticeship and we especially want professionalism to be represented here. What would make this a professional workplace?

■ **Solicit additional responses** from students and write them inside the circle as well.

- **List:** Include any existing campus expectations that also apply during this apprenticeship. If applicable, write them in the circle as well.

- **Say:** Let's all agree to upholding these expectations by signing the inside of the circle.

■ **Facilitate:** have each student come up and sign their name to the visual. Post this visual every class and refer back to it when necessary.

Activity Two: Professional Introductions

(25 Minutes)

- **Teacher Note:** *Consider using Parallel Teaching for this activity and having both the CT and TL facilitate the Introduction Competition with a group of half of the students. By facilitating this game simultaneously, students will get more practice and more attention. Plus, if you have time, you can have the winning teams showdown against each other for the final championship.*
- **Say:** "Now let's get to know one another. We're going to do this by practicing one of the most important skills for a financial advisor. Can anyone guess what it is?"
 - **Answer:** Making a great first impression, which begins with a great handshake and personal introduction.
- **Discuss:** Why are first impressions really important? Take a few ideas from students and then connect to why first impressions are really important as a financial advisor, especially when seeking out clients, and building a trusting relationship so that they're comfortable with you handling their money.
- **Facilitate:** You are going to practice your first impressions handshake, because in just a few weeks you will meet the clients that you are going to advise about their financial future. Ask for a volunteer to come up and model a great handshake. Ask the class to break it down into steps (hands are firm, smile, look person in the eye). Then model a strong introduction. Have the student volunteer say it out loud as you give them



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #1: *Being a Financial Advisor*



the following script. Remind students to speak clearly.

○ Script:

■ Hello, my name is_____

■ I am interested in this apprenticeship because _____

■ It's very nice to meet you. I am glad you are in this apprenticeship.

○ Have students practice in pairs first, then introduce the Introduction Competition

● **Facilitate:** Ok! Now we're going to play a game to really master our introductions!

○ **Divide** the class in half.

○ **Explain** the Introduction Competition Rules

■ One member from each team comes to the front of the room

■ Each takes a turn introducing themselves and saying why they are interested in the apprenticeship

■ Each member can earn the following points:

● firm handshake - 1pt

● smile - 1pt

● eye contact - 1pt

● sounds genuine - 1pt

● introduction basically follows script - 1pt

■ The CT or TL assigns points earned and the competition continues

■ After everyone has gone, the team with the most points wins.

■ The winning team can select what song you play during the exit ticket. Each week following this one, you'll play a game in the Hook and the winners will select a song from a list of three songs to play during the exit ticket. Students can nominate songs to be in the choice list of three on their exit tickets. Build excitement around this ritual as you introduce it now.

○ **Hype** up the game and make it fun by being silly and energetic. Encourage students to support their team members and reward engagement and courage. Also, as individual students present, point out things that they have done that are really strong. This will help build up students and also help them internalize the components of a strong introduction.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #1: *Being a Financial Advisor*



- **Transition:** Great job with those introductions! This is an important skill to have as you move forward in this apprenticeship as a financial advisor! Now that you've made a great first impression, let's start learning about the tools that financial advisors use and the work we are going to do in preparation for our WOW!



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #1: *Being a Financial Advisor*



Activity Three: My Client

(15 Minutes)

- **Teacher's Note:** *Make a big deal about revealing each client profile. Visuals for each client along with the profile basics should be posted and covered before the apprenticeship begins. Make it obvious that an exciting surprise will be revealed. If you are using the client profiles provided in the curriculum, print the resources and blow them up to be visible from all parts of the room. If you are creating your own clients to align with local celebrities or real volunteer clients, then create similar visuals to reveal during this activity.*
- **Teacher's Note:** *This activity is written such that you will allow students to vote for what client they work for. Depending on your specific class make up this may or may not make sense. If you do decide to keep this element of choice, be aware that some students might not get the client that they want. Be prepared to provide rationale for why you assigned certain kids to certain WOW! client teams. Alternatively, take out this element of choice and assign students to teams based on ability grouping and who they would likely work with best.*
- **Review WOW!** As I mentioned at the beginning of our lesson, in this apprenticeship you are going to learn a lot of financial literacy skills. You'll learn how to make a budget and how to tell if you're spending too much or too little in one area - like a car or going out to eat. You'll learn about how to save money and how to use money to make more money! Then, for our WOW! you will be advising a client and creating a financial plan for how he/she should manage his/her money. You'll be presenting this plan to the client and a group of experts on financial management.
- Through this process you are going to learn a lot about:
 - how to set a budget
 - how much things cost
 - how to connect your money to your goals
- **Say:** Even though each of these clients has a financial goal, you'll see that each client wants to save up a certain amount of money because they want to do something with it. The money itself is not truly the goal, but instead the means to accomplish the real goal (buy a house, car, etc).



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #1: *Being a Financial Advisor*



- **Choose a Client:** Now it is time to choose the client you want to work with. We have three clients and you will need to choose one that you will work with over the course of the semester. You'll be paired with two other students from the apprenticeship to create a unique financial plan for this client to present at the WOW!
 - **Reveal** Client profile #1: With excitement, reveal the first client. Review the basics of this client profile and give a few details as to why it might be exciting to work for this client.
 - **Reveal** Client profile #2: With excitement, reveal the first client. Review the basics of this client profile and give a few details as to why it might be exciting to work for this client.
 - **Reveal** Client profile #3: With excitement, reveal the first client. Review the basics of this client profile and give a few details as to why it might be exciting to work for this client.
 - **Reveal** Client profile #4: With excitement, reveal the first client. Review the basics of this client profile and give a few details as to why it might be exciting to work for this client.
 - **Repeat** for all the clients that you have.
 - **Review** expectations for students voicing their choice of client. Handout the ballots and give students time to fill them out. They should rank their top choices (one through three) and explain why they chose their top choice.
 - **Collect** students' responses and use them to assign groups for each client. You will announce the groups in the next lesson.

Assessment

Exit Ticket

(5 Minutes)

- **Teacher's Note:** *If you are playing music for your exit ticket time that the winning students have selected in Activity 1, be sure to have it cued up prior to the Exit Ticket. Encourage students to nominate songs for the winners to choose between for next week by writing them on the back of their exit tickets.*
- **Reveal:** Word Wall
- **Say:** Each week we will be learning new vocabulary that relates to being a financial advisor. Some of these



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #1: *Being a Financial Advisor*



terms you might already know and some will be new. The word we're going to add today is "Financial Advisor." Can anyone tell me in their own words what this is?

- Solicit answers**
- Say:** Wonderful! That's basically what our definition on the Word Wall will read.
- Post:** word and the definition
 - Alternatively you can post the word and write a definition using some of the students' definitions.
- Repeat:** We will add words each week to our Word Wall. By the end of the semester, you'll be amazed how many new words you know!
- **Say:** Good class today! We are well on our way to learning how to be financial advisors. In the coming weeks we will be spending a lot of time learning how to make more money and to advise our clients to reach their financial goals. I'm really excited that you all know what our WOW! is and who we'll be advising. Next, I want to quickly make sure you all remember everything we learned today. Take this exit slip and fill it out silently and individually.
- **Distribute** the exit ticket.
- **Monitor** student work.
- **Collect** the exit ticket as students finish.

Exit Ticket Questions:

1. What does a financial advisor do?

Answer: helps people manage their money and make a plan for how they spend and save their money so that they can reach their financial goals.

2. What is our WOW?

Answer: presenting financial plans to our clients in front of an audience.

3. What are 2 components of an outstanding professional introduction?

Answer: eye contact, good volume, firm handshake, smile, say your name and who you are.

Exit Ticket – Lesson #1



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #1: *Being a Financial Advisor*



Name: _____

1) What does a financial advisor do?

2) What is our WOW?

3) What are 2 components of an outstanding professional introduction?

<Nominate a song for next week's exit ticket on the back!>



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #1: *Being a Financial Advisor*



Client Voting Ballot (Activity 3)

Name: _____

Rank your top three choices of clients:

1. _____

2. _____

3. _____

Give 2-3 reasons why you want to work with your first choice client:

Give 2-3 reasons why you want to work for your second choice client:

Is there anything else we should know as we assign clients?



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #1: *Being a Financial Advisor*





Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #1: *Being a Financial Advisor*





Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #1: *Being a Financial Advisor*

CITIZEN
SCHOOLS

Word Wall Lesson #1:

Financial Advisor

A person who helps clients manage their finances and save their money to reach their financial goals.



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Lesson #2: *Building Budgets*



Essential Question

Which of the several universal or debatable questions for this unit will students consider in this lesson?

- What is the relationship between financial planning and happiness?

Lesson Overview

In this lesson students will learn which client they will be working for in this apprenticeship! They will create the first part of their WOW! financial plan by creating a recommended budget for their clients. Additionally, they will role play meeting with their clients and presenting the recommended budgets for their review. In these meetings, students will continue building effective oral presentation skills by practicing using appropriate eye contact and body language.

Lesson Objectives

Standard #1: Citizen Schools students will make an effective oral presentation.

Lesson Objectives:

- **Use** appropriate eye contact and body language when meeting with a client

Standard #2: Citizen Schools students will develop a personal financial plan.

Lesson Objectives:

- **Practice** using category percentages to make a budget based on a specified income
- **Convert** 8 percents into decimals as the first step in using category percentages to make a budget based on a specified income

Lesson Agenda

| | |
|------------|---|
| 10 Minutes | Hook: Lightning Round Review |
| 10 Minutes | Introduction to New Material: What is a Budget? |
| 20 Minutes | Activity 1: Convert % to Decimal |
| 25 Minutes | Activity 2: Building Budgets |



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #2: *Building Budgets*



| | |
|------------|-----------------------------|
| 20 Minutes | Activity 3: Client Coaching |
| 5 Minutes | Assessment |

Lesson Preparation

- Preparation:
 - Have space for students to sit at desks or at tables, but also have open space for the Lightning Round Review game at the beginning and the carousel activity in Activity 2.
 - Prepare all visuals beforehand.
 - Print this week's words to add to the Word Wall.
- Co-teaching plan:
 - It is recommended to use Team Teach or One Teach, One Assist method and tradeoff who is the lead for a majority of this lesson. This will continue to message that CT and TL are equal partners in teaching this apprenticeship. Plan ahead for which teacher will take the lead on which activities. It may be best for the TL to lead on Activity 1 and the CT to lead on Activity 2.
 - After Activity 1 you should have an idea of who will need extra support on math concepts. Consider using Alternative Teaching with one teacher working with a small group of students for the student practice in Activity 2 to ensure that everyone gets the math concepts.

Materials

- A ball (something in the tennis ball to beach ball range)
- Chart paper or whiteboard
- Markers - for paper and/or whiteboard
- Category Percentages Chart visual
- Chart paper with "Body Language for Presentations" written on top
- WOW! [Client Folders](#) - one per team
 - Client Profile Page
- Recommended Budget handout - one per group (practice example in Activity 2)



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #2: *Building Budgets*



- Client Recommended Budget handouts - one per WOW! Client Team - this one will go in their WOW! Client Folders at the end of Lesson 2 (located in the Client Profiles doc)
- Exit Tickets - one per student
- Word Wall: board and new words to add to the wall
- Class set of calculators
- Computer, speakers, projector - if you are going to show the Budget Song video

Hook: Lightning Round Review (10 Minutes)

- **Welcome** students back for the second week. If possible, greet students at the door as they come in with a professional handshake and welcome them to the apprenticeship. Model the skills practiced in Lesson One in the professional introduction. Model the professionalism you want to see during your apprenticeship and praise students who are demonstrating this professionalism via strong handshakes and good eye contact.
- **Facilitate:** Today we're going to start with a game to review what we did and learned last week. This week we're going to play the students vs. the teachers. Here's how it's going to work:
 - **Explain rules:**
 - Everyone will stand in a circle and the teacher will toss the ball to a student, say their name and ask them a review question (see sample questions below). The student will answer and if correct, earn a point for the students. If incorrect, then the teachers get a point.
 - Then student will toss the ball to another student. The teacher will then say that student's name and ask him/her a review question. If the teacher can't remember the student's name, then the students get a bonus point. The student will answer and if correct, earn a point for the students. If incorrect, then the teachers get a point.
 - The game should continue until all students have answered a question and/or all review topics have been covered.
 - The "team" with the most points at the end wins and gets to choose what song is played during the exit ticket. Give the winners three song choices based on the nominations from



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #2: *Building Budgets*



the previous week.

- Sample review questions:
 - What are we doing for our WOW!?
 - Tell us a little about the client that you wanted to work with.
 - What is a component of a high quality professional introduction? This can be asked multiple times until all criteria have been stated. You may want to keep a list on the board to remember what's already been said.
 - What will make this apprenticeship a professional working environment? What is one of our expectations?
 - What's something you're going to learn about in this apprenticeship?
 - What's my name?
 - Where do I work?
 - What is a financial advisor? (Word Wall connection)
 - What's the title of this apprenticeship?
 - Why do we want more money? (To do things with, not for the sake of just having more money!)
- **Note:** Keep the game moving quickly and keep the spirit lighthearted. This is supposed to be fun AND a meaningful review. If a student doesn't remember, take the opportunity to remind everyone - chances are the students will have a hard time remembering much of it since the class was a week ago. Remember, they've been in a LOT of other classes in between your first and second class. Give hints, draw out answers, and review where necessary, but don't single out students that don't immediately recall. Use the game as an opportunity to build investment and understanding.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #2: *Building Budgets*



Introduction to New Material:

What is a Budget?

(10 Minutes)

- **Reveal:** the Word Wall
- **Play:** the linked video and song. Ask students to tell you what they are going to be learning about today!
http://youtu.be/Fz_Wbbb5YNU (Youtube, Money on My Mind - The Budget Song)
- **Explain:** What is a budget?
- **Reveal definition:** A budget is a plan for how much you will spend based on your income. It's basically a plan for what you are going to do with your money.
 - Check to see if students know what "income" means as well. Review what "income" is if necessary. Leave these definitions up on the board.
 - Add both words to the Word Wall
- **Ask:** What are some of the different types of things that you have to have money for each month if you're an adult?
 - **Solicit** answers: a place to live (housing), food to eat (food), movies/concerts/music for ipod (entertainment), clothes/shoes (clothing), car/gas/bus (transportation)
 - **Write** students answers on the board and group them into the categories that you're going to use for their budget practice.
- **Say:** "This is exactly right! So when we budget, we plan for approximately how much money we're going to spend in each of these categories."
- **Say:** "If you don't have a budget, money has a way of disappearing and then you wonder where all your money went. As a financial advisor, your job is to help clients direct their money based on their goals, and that's when the budget comes into play."
- **Check for understanding:** So what is a budget and how do we use it?
- **Show** sample budget.
 - **Ask:** Tell me, what are some things you see on this budget? How much should Jane spend on her housing? What about on entertainment?
 - **Say:** "Here at the top is her income. This is how much she makes each month from working at her job. Look at each of these recommended amounts that she spend on each category. When we



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #2: *Building Budgets*



add them up, they add up to be her income. It's important that the amount you plan to spend is equal to or less than the amount you make! Why is that? What would happen if you spend more than what you make?"

■ **Solicit** answers and make the point that if you spend more than you make, then you go into debt and as we'll learn later, then you lose money.

- **Note:** Students will be learning the difference between a need and a want in Lesson 3. While you can foreshadow this concept today, don't lose too much time giving examples or going into detail. Today is about understanding the structure and basics of a budget. Next week is about learning how to stick to a budget.
- **Transition:** Today we're going to practice setting up budgets for a few people as examples as practice and then for our clients in preparation for the WOW! First step though, we need to know how to convert percentages into decimals.

Activity One: Convert % to Decimal (20 Minutes)

- **Note to Teacher:** Student mastery of basic math and compound interest is a potential challenge in this activity. Students may not grasp the basic math concepts behind converting percents to decimals. It is important to note that for students who struggle, as long as they understand the basic relationship between the two and can use the algorithm here, that is the most important idea.
- **Say:** "One math skill that you have to know how to do to create a budget based on category percentages is to convert a percent to a decimal. You may already be familiar with this from your math classes this year or in late elementary school. It's a concept that is related to fractions. In fact, fractions, decimals, and percents are all related concepts."
- **Say:** "Today, though, we're just going to look at a simple way to convert a percent into a decimal. You may have learned this trick in math class before too! Let's look at some examples. When you see a pattern, raise your hand."
- **Write** the following examples on the board.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #2: *Building Budgets*



- 12% = .12
- 45% = .45
- 60% = .60
- 27% = .27
- 39% = .39

- Stop and **Ask** a student with his/her hand raised what pattern he/she sees.

- Sample response: The decimal goes in front of the percent number.

- **Say:** "Ok, let's do a couple together. I'll write the percent. You confer with your neighbor over what the decimal answer is and when you agree, put your hands on your head. I'll then call on a pair to give us the answer."

- 18%
- 55%
- 90%

- Say:** "Now I've got a tricky one for you: 8%."

- Walk through why the answer is .08 and check for understanding with a few more examples in this vein.

- **Transition:** Great! Now that we've reviewed this math concept we're ready to begin building budgets.

Activity Two: Building Budgets (25 Minutes)

- **Teacher's Note:** *Ideally you'll have enough white board space to leave the notes up from the Introduction to New Material and Activity 1. It will be best to be able to refer back to both during Activities 2 & 3. If you don't have the whiteboard space, consider using chart paper that you can post around the room.*
- **Teacher's Note:** *this is a dense activity. Plan to spend 5-10 minutes on the explanation, 5-10 minutes on the relay race, and a final 5-10 minutes on the client budgets. If you notice that the explanation or relay race are taking too much time, consider how you can condense Activity 3 to accommodate the client*



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #2: *Building Budgets*



budget time.

- **Say:** "Before we were converting percents to decimals, we were talking about what a budget is."
 - **Review** the definition of a budget.
 - **Say:** "So what we want to do is plan ahead to know how much we want to spend in these different categories (refer back to the notes on the board if possible). But how do we know how much we should put where before we spend it? Well, financial advisors like me (and you!) use category percentages to figure this out."
- **Reveal** category percentages chart
- **Say:** "This chart tells us about how much an adult should spend on these different categories. Everyone's situation is different, so it will be different for different people, but this is a good place to start. Your job as a financial advisor is to start with these numbers and then consider the client's individual circumstances to make modifications."
 - Category Percentages:
 - Housing - 33%
 - Transportation - 20%
 - Food - 15%
 - Medical - 10%
 - Entertainment - 5%
 - Clothing - 2%
 - School - 5%
 - Savings - 10%
- **Say:** "These percentages are the percentage of a person's income. In order to find the actual amount of dollars a person should spend on, say housing, we first convert the percent to a decimal.
33% = .33"

Then we multiply the decimal by that person's income.
Let's look at an example.

 - **Model this calculation**
 - Jane's income is \$2000 a month. Let's calculate what she should spend on each category per month. What's the first step?



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #2: *Building Budgets*



- Sample response: Convert the percent to a decimal.
- Housing - 33% = .33
- Transportation - 20% = .20
- Food - 15% = .15
- Medical - 10% = .10
- Entertainment - 5% = .05
- Clothing - 2% = .02
- School - 5% = .05
- Savings - 10% = .10

■ Now that we have our decimals, we multiply each one by her income.

■ **Write** the calculations out on the board, using the table below. Model this math with the calculator explicitly for students. Talk through your thought process with the Housing and Transportation Categories and then increasingly ask for student input as you continue on to the remaining categories.

■ **Say:** "After we have found all the recommended amounts that Jane should spend in these different categories, we can use our calculators to add them all together. The sum should be the same as her income, \$2000 a month. Let's do that."

- Model this math calculation and write it on the board as per the table below.

| Category | Recommended % Based on Income | Calculation | Recommended Amount to Spend in this Category for Jane |
|----------------|-------------------------------|-----------------------|---|
| Housing | 33% | $\$2000 \times .33 =$ | \$660 |
| Transportation | 20% | $\$2000 \times .20 =$ | \$400 |
| Food | 15% | $\$2000 \times .15 =$ | \$300 |
| Medical | 10% | $\$2000 \times .10 =$ | \$200 |



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #2: *Building Budgets*



| | | | |
|---------------|-----|-----------------------|--------|
| Entertainment | 5% | $\$2000 \times .05 =$ | \$100 |
| Clothing | 2% | $\$2000 \times .02 =$ | \$40 |
| School | 5% | $\$2000 \times .05 =$ | \$100 |
| Savings | 10% | $\$2000 \times .10 =$ | \$200 |
| | | SUM TOTAL = | \$2000 |

■ Seems so simple, right? But so many people don't take the time to plan how they spend their money. Remember, you earn your money and you want to tell it what to do. The best way to do a budget is to plan BEFORE you spend. I've just showed you an example of a budget that we planned at the beginning of the month before Jane spent her money.

- **Discuss:** Students may have questions about why you have to spend so much on some things (for example, medical) and have so little for others. Additionally, these percentages likely don't match how they've seen adults spend money around them and they might not be what the students would prioritize for themselves. Discuss as needed. Highlight that these percentages help you plan for emergencies and help you plan to have enough money for the things you have to have - food, housing, etc. The next lesson is on needs and wants and this is a good opportunity to foreshadow.
- **Note:** Changing percentages is common since one individual's situation differs from another. However, no changes should be drastic and should be based on needs - not wants. This will be discussed more in Lesson 3. For now, focus on calculating the budgets with the percentages as is. Students will have the opportunity to make adjustments later based on client specific situations.
- **Student Practice:** Now it's your turn. I'm going to give you a few different monthly incomes and using the categories and percentages, you are going to make a budget. As you are doing this, think about the categories where you would want to spend more or less. We are going to have a relay race for this.
- **Facilitate** relay race to practice calculating recommended amounts for another example. Plan for students to complete the relay race in 5-10 minutes.
 - Break students into groups of 4.
 - Give each group the Recommended Budget handout.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #2: *Building Budgets*



- Assign each group a place to start in the back of the room and place a predetermined monthly income for their practice example at the front of the room along with a pencil and a calculator.
- When you say start, the first student should run up to the front of the room, and calculate how much their practice example person should spend on housing. Then they will run back and tag the next student, who will run up and calculate transportation, and so on. Groups continue until their practice budgets are complete.
- Consider playing the Budget Song from the Intro to New Material again or another song to keep the vibe upbeat while students are working.
- Check students work as they finish and circle any calculations they need to redo. If other students are still working, give them time to make these corrections.
- **Note:** There are 2 scenarios given for this activity so that the groups nearby will be doing different calculations. You can create more scenarios or just use one if you wish. If you have a group of advanced students you might create a scenario that gives the income for the year and have them additionally figure out how much the person makes per month. Alternatively, you might have a group of students who need some remediation. Create a scenario with round numbers that multiply easily.
- **Rotate** around the room and check to make sure students are understanding the calculations.
- **Debrief & Check for Understanding** - Now that we have a recommended amount for you to spend each month on each category, let's check our math. Add up all the recommended amounts and you should get your starting income.
 - What do these dollar amounts tell us?
 - Why is it helpful to use category percentages to create a budget?
 - Why is it important to have a budget?
- **Say:** "Now it's time for the moment we've all been waiting for! The moment where we find out who our clients are going to be! Last week we reviewed the client profiles and you all voted for which clients you wanted to work for this semester. Now, you've all been assigned to a client in a team of three. Drumroll please!"
 - Reveal student teams and their assigned clients.
 - **Note:** Some students might not have gotten the client that they wanted. Be prepared to provide rationale for why you assigned certain kids to certain WOW! client teams. Alternatively, take out



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #2: *Building Budgets*



this element of choice and assign students to teams based on ability grouping and the students that they would likely work with best.

- Allow students to move to be sitting with their new WOW! Client Team. Teach the procedure by which students will transition to sitting with their WOW! Client Team. Be sure to carefully plan the directions you will give students for moving to their new groups so that you don't lose time during this transition. Plan to follow this procedure every week so that it becomes routine.
- **Handout** WOW! Client Folders and give teams a 2-3 minutes to read through the Client Profile Page and get excited about their client. Encourage them to underline key facts.
- **Facilitate:** Now that we're in our WOW! Client Teams AND we know how to build a budget. Let's create the recommended spending amounts for a budget for our clients.
 - Show on the client profile page where it says their client's income.
 - Handout the Client Recommended Budget Handout
 - Ask students to complete the calculations to create their initial recommended budget for the clients. Clarify that they will make changes to these numbers as we continue through the apprenticeship. Each week they will create another piece of the financial plan for their clients.
 - **Note:** Alternatively you can facilitate another relay race to complete the client's budgets.
- **Transition:** Bring the group back together.
- **Check for understanding:** Ask students to think about how easy or difficult this seemed to them. Have them hold up a fist of five - a rank from 1-5, 1 being "This was super duper hard and I'm not sure I get it" and 5 being "This was easy! What a great way to make a budget!" Take note of student responses and consider if this topic has been mastered or if you will need to repeat and/or offer more support. If you need to offer more support, consider pulling a small group out next week for reteaching and or restructure Lesson 3 to reinforce these concepts more explicitly.
- **Say:** "Great! Now that you have an idea of what your client SHOULD be spending each month on each category, you're ready to practice meeting with your client and talking to them about this budget. Next week we'll look at what they are spending currently and see if they are overspending, but for now, we'll just use what you, as their financial advisor, will be recommending that they spend."



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #2: *Building Budgets*



Activity Three: Client Coaching (20 Minutes)

- **Teacher's Note:** *In order to provide each student with adequate feedback on their oral presentation skills, consider breaking the group in half and having each co-teacher work with one group of students. While it could be beneficial to have one co-teacher pull out easily distracted students or students who need more support, it is not recommended because students need time here to bond with their WOW! client team. Pulling some students out of their teams for this practice will undermine that bond and reduce investment.*
- **Review WOW!** Take a few minutes to refresh in everyone's minds what the WOW is going to be.
 - For our WOW! you will be advising a client and creating a financial plan for how he/she should manage his/her money. You'll be presenting this plan to the client and a group of experts on financial management. They will ask you questions about what you've learned and see if you have created a good plan for your client.
- **Say:** "Today, we've learned about how to build budgets, but to be a great financial advisor, you must be good at more than finances. You have to be able to make a good presentation too. You need to know the information AND be able to share it with your client in a way that makes him or her do what you think they should do. That's what we're going to start practicing now. Today we're going to talk about eye contact and body language when presenting."
- **Say:** "I need a brave volunteer to offer to come up to the front and meet with me. I'm going to model a bad example of a financial advisor. Everyone else, please write down as many things that I'm doing wrong as you can."
 - **Model** a meeting with the student as their financial advisor. Use poor eye contact by looking at the floor and the clock or your watch often. Slouch in your chair and put your feet up. Shake his/her hand but do a poor job - perhaps offer them a high five.
 - **Debrief:** Ask students to share back their list of what you did wrong.
 - **Repeat** the modeling but this time use excellent eye contact and body language.
 - **Debrief:** Ask students which example they would be more likely to trust with their money.
 - **Say:** "Now, think about it. This is your money that you've worked hard for! Who are you



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #2: *Building Budgets*



going to give it to? Who do you trust to handle it wisely?"

- **Say:** "Good presentation skills are what signal that a financial advisor is trustworthy and competent."

- **Write:** Highlight best practices for eye contact and body language. Write them on a piece of chart paper titled "Body Language for Presentations" to refer back to during practice. You will want to reuse this visual and add to it in week 5.

- Eye contact - look at the client and the material that you are showing them (ie the handout of the recommended budget)
- Start with a smile and a handshake - professional introductions indicate that this is professional and important
- Lean in when seated - expresses that you are interested, that you care, and that this is important
- Keep both feet on the floor - again a sign of this being important
- Attire - dress professionally (a type of body language)

- **Facilitate practice:** In your WOW! client teams, let's practice using excellent eye contact and body language when meeting with a client. Our clients aren't here and we're just practicing so we'll have to role play.

- During this meeting, I want you to share with your client the recommended budgets that you've created. Review the categories and the numbers you've come up with. Share how you got those numbers. Remember, look the clients in the eye and lean in to express that this is important and that you want to be taken seriously!
- Assign each student in each team a role. For example, the student with the first name alphabetically is the lead financial advisor first, the second name alphabetically is the supporting financial advisor and the third student is the client.
- After 2-3 minutes, rotate roles so that each student gets a chance to be the lead financial advisor.
- Rotate around the room, listening in on different client meetings. Give tips on eye contact and body language.

- **Transition:** Wonderful! We're well on our way to being ready for our WOW and to advise our clients.

- **Note:** This is an excellent opportunity to build relationships with your students, invest students in your apprenticeship, and let them know you are really watching them while they practice by



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Lesson #2: *Building Budgets*



naming a few things you saw students do well and reference them specifically by name.

Assessment

Exit Ticket

(5 Minutes)

- **Say:** Good class today! Now that we can create a budget, we are closer to being ready for our WOW and to creating our financial plans for our clients. Next week we'll look at what our clients actually spend and see where they could perhaps save more money so as to be better able to reach their financial goals. Before we wrap up this week though I want to quickly make sure you all remember everything we learned today. Take this exit slip and fill it out silently and individually.
- **Distribute** the exit ticket.
- **Monitor** student work.
- **Collect** the exit ticket as students finish.

Exit Ticket Questions:

1. What is a budget?

Answer: a plan for how someone will spend their money

2. If Saul makes \$1600 a month, what would you recommend that he spend on housing, transportation, and entertainment? Fill in the calculation and the amount in the table below.

Answer:

| Category | Recommended % | Calculation | Recommended Amount to Spend |
|----------------|---------------|--------------------------|-----------------------------|
| Housing | 33% | $(\$1600 \times .33 =)$ | (\$528) |
| Transportation | 20% | $(\$1600 \times .20 =)$ | (\$320) |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Lesson #2: *Building Budgets*



| | | | |
|---------------|----|--------------------------|--------|
| Entertainment | 5% | $(\$1600 \times .05 =)$ | (\$80) |
|---------------|----|--------------------------|--------|

3. What is one example of using good body language when you are giving a presentation or in a meeting?
 Answer: Eye contact, Start with a smile and a handshake, Lean in when seated, Keep both feet on the floor, Attire)

Exit Ticket – Lesson #2

Name: _____

1) What is a budget?

2) If Saul makes \$1600 a month, what would you recommend that he spend on housing, transportation, and entertainment? Fill in the calculation and the amount in the table below.

| Category | Recommended % | Calculation | Recommended Amount to Spend |
|----------------|---------------|-------------|-----------------------------|
| Housing | 33% | | |
| Transportation | 20% | | |
| Entertainment | 5% | | |

3) What is one example of using good body language when you are giving a presentation or in a meeting?



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #2: *Building Budgets*





Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #2: *Building Budgets*



Sample Budget: Intro to New Material

Client Name: John

Monthly Income: \$1000

| Category | Recommended Budget Amount |
|----------------|---------------------------|
| Housing | \$330 |
| Transportation | \$200 |
| Food | \$150 |
| Medical | \$100 |
| Entertainment | \$50 |
| Clothing | \$20 |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #2: *Building Budgets*



| | |
|----------------|---------------|
| School | \$50 |
| Savings | \$100 |
| SUM = | \$1000 |

Activity 2: Building Budgets: Practice Scenarios

| | |
|--|---|
| Jordan works at the Chase bank as a bank teller. He makes \$4200 a month. | Sarah works as a manager at the local grocery store. She makes \$3850 a month. |
|--|---|



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #2: *Building Budgets*



Recommended Budget Handout (Activity 2)

Example Name _____

Monthly Income (After Taxes) _____

| Category | Recommended % Based on Income | Calculation | Recommended Amount to Spend in this Category |
|----------------|-------------------------------|-------------|--|
| Housing | 33% | | |
| Transportation | 20% | | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #2: *Building Budgets*



| | | | |
|----------------------|------------|--|-----------|
| | | | |
| Food | 15% | | |
| Medical | 10% | | |
| Entertainment | 5% | | |
| Clothing | 2% | | |
| School | 5% | | |
| Savings | 10% | | |
| | | SUM TOTAL = | \$ |
| | | *Should equal the monthly income* | |

Word Wall Lesson 2:

Budget

A plan for how you are going to spend your money based on your income.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #2: *Building Budgets*

**CITIZEN
SCHOOLS**

Income

The amount of money you earn.

We will often talk about monthly income (after tax):

The amount of money you earn in a month after you pay taxes.



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Lesson #3: *Needs vs Wants*



Essential Question

Which of the several universal or debatable questions for this unit will students consider in this lesson?

- How do I know if it's a good idea or a bad idea to buy something?

Lesson Overview

"Do I need it or do I want it?" This is the age old question that every person considers when debating a purchase. Sometimes the answer is easy - groceries or gas or medicine: "yes! I need it." Many times, however, the answer is much more nuanced - an expensive option vs. a cheaper option, new clothes, or dinner at a restaurant. This lesson seeks to help students wrestle with the tradeoffs and to consider how short term spending practices affect the achievement of long term financial goals. Put another way, this lesson helps students develop short term spending practices that will help them achieve long term goals like going to and paying for college, buying a car, and saving for retirement.

Lesson Objectives

Standard #1: Citizen Schools students will make an effective oral presentation.

Lesson Objectives:

- **Articulate** why spending cuts should be made to curb overspending and improve fidelity to a budget based on facts about the difference between needs and wants

Standard #2: Citizen Schools students will develop a personal financial plan.

Lesson Objectives:

- **Demonstrate** understanding of the difference between a need and a want by categorizing a list of items accurately as either a need or a want
- **Explain** the relationship between spending practices and achieving financial goals
- **Identify** examples where actual spending exceeds recommended budget

Lesson Agenda



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*



| | |
|------------|---|
| 10 Minutes | Hook: Lightning Round Review |
| 10 Minutes | Introduction to New Material: Money Choices |
| 15 Minutes | Activity 1: Needs vs Wants |
| 25 Minutes | Activity 2: Overspending |
| 25 Minutes | Activity 3: Client Coaching |
| 5 Minutes | Assessment |



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*



Lesson Preparation

- Preparation:
 - Have space for students to sit at desks or at tables, but also have open space for the Lightning Round Review game at the beginning.
 - Prepare all visuals beforehand.
 - Using the song nominations from the exit tickets from Week 2, select 3 finalists for the winning team from the Lightning Round Review to pick from to be played during the exit ticket.
 - Cue up the (clean version) of the Nickelback song "Rockstar" for Activity 1.
 - Prepare the Needs vs. Wants packets. Determine how you will split your students into groups so that you know how many packets to make.
 - Print this week's words to add to the Word Wall.
- Co-teaching Plan:
 - Activity 2 involves teaching some detailed concepts and processes by which to determine if a client is overspending on their budget. Consider either Parallel Teaching with two teachers splitting the whole class into two smaller groups to teach the same activity to or perhaps have one teacher pull out a small group of students who need more individualized attention to learn and practice these concepts.

Materials

- A ball (something in the tennis ball to beach ball range)
- Chart paper or whiteboard
- Markers - for paper and/or whiteboard
- Category Percentages Chart visual (optional)
- [Client Folders](#) - one per team
 - Client Profile Page
 - Client Recommended Budget
- Matthew's Expense Sheet Handouts - one per student
- WOW! Plan Client Expense Sheets Handouts - one per student - these will go in the Client Folders after



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*



Lesson 3 (located in the Client Profiles doc)

- Exit Tickets - one per student
- Word Wall: board and new words to add to the wall
- Class set of calculators
- Computer, speakers or something to play music
- Needs vs Wants packet - one per group of students in activity 1 (envelope, t-chart, and picture cutouts)



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*



Hook: Lightning Round Review (10 Minutes)

- **Teacher's Note:** *If you feel confident in your mastery of all the students' names, you can facilitate this review as students vs. students. An option for how to facilitate this is included in Lesson 4's Hook.*
- **Welcome** students back for the third week. If possible, greet students at the door as they come in. Shake their hand and ask them how their day is going. Model the professionalism you want to see during your apprenticeship and praise students who are demonstrating this professionalism via strong handshakes and good eye contact.
- **Facilitate:** Just like last week, today we're going to start with a game to review what we did and learned last week. This week we're going to play the students vs the teachers - next week we'll play again but it will be students vs. students! Here's how it's going to work:
 - **Reiterate the rules:**
 - Everyone will stand in a circle and the teacher will toss the ball to a student, say their name and ask them a review question (see sample questions below). The student will answer and if correct, earn a point for the students. If incorrect, then the teachers get a point.
 - Then student will toss the ball to another student. The teacher will then say that student's name and ask him/her a review question. If the teacher can't remember the student's name, then the students get a bonus point. The student will answer and if correct, earn a point for the students. If incorrect, then the teachers get a point.
 - The game should continue until all students have answered a question and/or all review topics have been covered.
 - The "team" with the most points at the end wins.
 - What do they win? The winning team wins the right to select the song to be played during the exit ticket. If the teachers win, be sure to select your preference and not let the students talk you into picking what they want. Instead, pick your own song to keep the incentive high that they get to pick. In Week 4, the students will compete against each other rather than teacher vs student.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*



○ Sample review questions

- What are we doing for our WOW!?
- How do you convert a percent to a decimal?
- What decimal is 45%? (vary the % for multiple questions of this type)
- What is a budget? (Word Wall connection)
- What is income? (Word Wall connection)
- Why is having a budget important?
- Tell us something about the client you are working with for the WOW!
- Show me an example of good body language in a professional presentation.
- Show me an example of bad body language in a professional presentation.
- Where should your hands be during a presentation?
- **Note:** Keep the game moving quickly and keep the spirit lighthearted. This is supposed to be fun AND a meaningful review. If a student doesn't remember, take the opportunity to remind everyone - chances are the students will have a hard time remembering much of it since the class was a week ago. Remember, they've been in a LOT of other classes in between your last and this class. Give hints, draw out answers, and review where necessary, but don't single out students that don't immediately recall. Use the game as an opportunity to build investment and understanding.

- **Transition:** Last week we learned the basics of budgeting. There are lots of choices to be made about how to spend one's money and use it to reach goals. Today, we're going to learn how to make responsible financial choices by evaluating the difference between needs and wants and helping our clients make budget choices based on needs and wants.

Introduction to New Material:

Money Choices

(10 Minutes)

- **Teacher's Note:** *Examples are given throughout this lesson of things that students may want vs need. You can, however, personalize this lesson by using things that you know your students want vs need because of*



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*



your particular context. Perhaps when you teach this lesson a specific sneaker is very popular or perhaps a rockstar is coming to your city to perform in a few weeks. Swap out the examples given in this lesson for examples that are more relevant to your students.

- **Ask:** What is something you really want to buy?
 - **Solicit answers:** new sneakers, nachos, a car, an ipod, a video game
 - **Write:** the answers in a T chart on the right side under "Wants."
 - Note: Try to get students to really express the item in terms of a want. For example, if a student says, "I want a car." You might reply, "what kind of car? just any car? Or a Ferrari or Corvette?" This will set you up better for elucidating the difference between a need (of transportation) and a want (of a fancy car) later.
- **Ask:** What is something you really need to buy?
 - **Solicit answers:** food, medicine, rent, college education, transportation (bus fare or car, gas, and insurance)
 - **Write:** the answers in a T chart on the left side under "Needs." Try to align items that go together. For example, if nachos or candy were said under "wants," then write groceries and food next to them under "needs."
- **Ask:** What are the differences between the items on the right and left in this T chart? What is the difference between something you need and want?
 - **Solicit answers.** Sample answer: A need is something that you really have to buy. A want is something that you can spend money on if you have extra.
- **Ask:** I see some things in the "Needs" category that will take me a long time to get to - like college education. Do you think that means that I shouldn't buy anything from the "Wants" category until after I've paid for college? I should not ever buy nachos until I graduate from college? Is that reasonable?
 - **Facilitate discussion:** Hone in on the concept that you would be setting yourself up for failure if you said you wouldn't buy anything you want until all your long term financial goals (like college) were achieved. Instead, you should plan to save for the long term goals, and budget a minimal amount for short term wants like entertainment, extra clothes and food. Connect these concepts back to last week's lesson on budgets. Reference the category percentages and note that's why you have small % for entertainment and relatively large % for savings.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*



- **Say:** “Just like we save money for our long term big purchases, we also need to save some money for emergencies. Who can give me an example of a type of emergency?”
 - **Solicit answers:** hurricane, earthquake, illness in the family, car breaking down, losing a job
 - **Say:** “These kinds of things are so hard when they happen, and the truth is that they happen to everyone from time to time. It’s a good idea to plan for them financially by saving some extra money for when they happen. We call this an emergency fund.”
 - **Note:** Thinking about emergencies that cause financial strain on a family may be sensitive for some students in your apprenticeship. Be cognizant of how students are feeling and what they are thinking about as you facilitate this portion of the discussion. Keep the focus on how these financial skills can help make these times somewhat easier for families.
- **Say:** “Now, one tricky part about being a financial advisor is recognizing that everyone has a different perspective on what is a need and what is a want. We’re going to learn and practice some general good rules for recognizing what is a need and want today, but it’s good for you to realize as financial advisors that sometimes you might not agree with your client about what they feel like they want or need. Your job is both to help them plan to use their money wisely and to help them reach their financial goals. If their goal is to buy a corvette but you don’t think that’s a good thing for them to want to buy, that doesn’t matter - you’ve got to help them save for it! If, however, they want to buy a corvette and they are planning to give up eating or going to the doctor in order to pay for it, then you do need to help them make a better plan that will also account for them paying for their needs. This is what it means to be financially responsible - to pay for all of your needs.”
- **Reveal** the word “financially responsible” and post it on the Word Wall
- **Say:** “Ok, so let’s recap. When we make our budgets, we have to plan for spending money on things we NEED now - like groceries, medicine, and transportation - and we save for NEEDS in the future - like emergencies and college - and we plan a smaller amount of money for WANTS now. In order to be better at building these budgets - for ourselves and our clients - we need to have a strong grasp on what is a Need and what is a Want.”
- **Reveal:** the Word Wall
 - **Say:** “Let’s add these words to our Word Wall.”
 - Post both words on the wall.
- **Transition:** Let’s practice identifying correctly which is which.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*



Activity One: Needs Vs. Wants (15 Minutes)

- **Say:** “Let’s see if you can correctly identify what is a need or a want!”
- **Divide** students into groups of 2-4 depending on what will work best for your students. Perhaps your students are already sitting in tables of 4 or perhaps you know they work better in smaller groups. Use your discretion and prepare the appropriate number of packets.
- **Introduce activity:** I am going to give each group of students an envelope. Inside the envelope is a T chart like the one we made on the board with needs and wants on opposite sides. Also inside the envelope are pictures of 10 items that someone is planning to buy. Your job is to put on your financial advisor hat and think about whether the item is a need or a want. Sort your items and put them on the correct side of the tchart.
 - **Check for understanding:** Ask for a teach back of the instructions to check for understanding.
 - **Note:** If you want to have students make permanent visuals, give them glue and ask them to glue the pictures down. If, however, you want to reuse the packets for another semester, just have them do the sorting and then do a visual check as you circulate.
- **Hand out materials and Give** students 5-10 minutes to work.
- **Play** [“Rockstar” by Nickelback \(clean version\)](#) while the students work if you are incorporating music. Note: Tell the students this song is intended to make fun of rockstars by making exaggerations. Be sure to use the clean version of this song.
 - Another great (and more current as of 2014) song option that you could play is [Live Your Life by TI and Rihanna \(Clean version\)](#).
- **Circulate** and check in with the groups to ensure they are on track, correctly identifying needs and wants, and debating the nuances of some of the items (for example, is dinner at chilis a need or a want?).
- Bring the group back together.
- **Debrief:** Facilitate a discussion. What were some of the trickier pictures to place? What did you decide? Why? How could you see it a different way?
- **Connect:** When you budget, which of these items should you plan to pay for first? Can anyone remember



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*



what it's called when we do this? (Being financially responsible!)

Activity Two: Overspending (25 Minutes)

- **Teacher's Note:** *This is an activity with several key concepts that students will need support in mastering. If you have a co-teacher, it might be best to split the students in half and have each teacher teach the same lesson activity to each group. The smaller groups will allow for more focused, individualized attention and instruction.*
 - **Review:** Last week we received our client assignments for the WOW! and you were able to review your client's profile. You learned their monthly income and you built a budget for how much you would recommend they should spend on different categories. You also received information about their jobs, families, preferences, and financial goals.
 - **Say:** Today, you'll receive another piece of information - detail about how they spend their money now. Today we're going to take a look at their spending and analyze whether they are spending too much on one category. We'll use our new skills of assessing needs vs wants to plan for areas where our clients might be able to spend less and thus save more towards their financial goals.
 - **Say:** Before I hand out the client profiles and their spending information, let's look at an example together of what we're going to do.
 - **Hand out** the example worksheet and **display** using an Elmo document camera or using a large visual of the handout.
 - **Say:** Ok, there are a lot of numbers on this handout! Let's talk about what we're seeing here. We have three categories of spending on the budget for Matthew. For your clients, you'll have all of the categories represented. What categories do you see here? (Answers: transportation, entertainment, food) Put your finger on the categories. If your neighbor doesn't see where this is on the handout, help them out.
- **Check for understanding** with a visual scan to make sure all students have fingers on the



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*



categories.

- **Say:** Do you see the column that is labeled "Recommended Budget?" Put your finger on that column. Can someone tell me, what is recommended that Matthew spend on each category? (take answers) What does that mean? (It means that they should only be spending that amount of money on that category.) Where does that number come from? (It is based on their monthly income times the percent that is recommended in general for that category.)
- **Say:** Great - So far this looks just like our budget worksheets from last week but now we've added more columns. The next two columns say "Actual Expenses." These are the actual amounts that Matthew has spent on items this month. The first column says what it is and the second column gives the amount spent. They have already been grouped together in their appropriate category. The first thing we need to do is add them up and find out how much Matthew spent in each category. Let's do the one for food together.
 - **Model** using your calculator to add every line item in the food category. Write the total in the appropriate box.
 - **Say:** ok, so Matthew has spent \$585 on food. Let's compare that to what he was supposed to spend on the food category. How much was it recommended that he spend on food? (\$450) Uh no!!! Matthew spent too much on food! We can tell that because the amount that he actually spent is larger than the amount he should have spent. We always want the number in the "Actual" column to be smaller than the amount in the "Recommended" column.
 - **Reveal** the word wall word "Overspend." Read the definition and post the word on the Word Wall.
 - **Write:** on the board:
 1. Add all the items in a category and write the total on Actual Expenses for that category
 2. Compare that Actual number to the Recommended budget for that category
 3. If Actual < Recommended - Good!! If Actual > Recommended - the person overspent and won't have enough money for something else he or she needs!
 4. If Overspent, subtract Recommended from Actual to find out how much he or she overspent by.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*



- **Note:** Point at the box or column you are talking about as you are making this explanation. Help the students see visually what you look at when you are assessing whether or not someone is overspending.
- **Say:** When someone is spending too much in one area than they should be, we call this "overspending." Matthew is overspending on food. He spent \$585 when he should have spent \$450. If we subtract \$450 from 585 we get \$135. Where is that extra money going to come from?
- **Ask:** What happens when someone overspends in one area of their budget? Sample answer: they don't have enough money for the other categories on the budget. Often they cut on savings which means they won't be able to reach their financial goals or won't be ready for emergencies. They might not be financially responsible.
- **Say:** Let's look at the next category together to see if Matthew is spending too much on transportation. What should we do first?
 - **Facilitate:** Guide the students through the exact same steps to determine if Matthew has overspent on transportation. Ask for each step what should be done next and take a student volunteer. Make sure you call on multiple students to ensure that everyone is getting it. In the category of transportation, Matthew has not overspent. In fact, he has \$5 to spare - which is good since he overspent on food!
- **Say:** Ok, now, work with your partner to do the same steps to find out if Matthew has over spent on entertainment.
 - **Give** students 2-3 minutes to work.
 - **Ask:** Has Matthew overspent on entertainment? (yes he has!)
- **Say:** Awesome! Now that we've identified that Matthew has overspent in two areas - food and entertainment - we can use the skills we practiced in the last activity to help Matthew think about how he can be more financially responsible for next month.
 - **Say:** Look at the items in the food category. Which of those items are needs? Which are wants?
 - **Facilitate** a discussion on which are needs and wants. Write an "N" next to ones everyone agrees are needs and a "W" next to ones everyone agrees are wants.
 - **Say:** ok, now we don't all agree on every item on this list. That will happen between you, a financial advisor, and your client too. But there are some items that are clearly wants and



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*



that Matthew could maybe not spend money on next month. If he stopped spending money on that, then he could better pay for all his needs - including saving for the future and for emergencies.

- **Say:** With your partner, look at the entertainment category. Go through and label each item as a need or a want and discuss what you would recommend Matthew cut next month in order to be more financial responsible.
- **Debrief:** It's tough to think about cutting spending, but using a budget and comparing recommended to actual is a great way to know what to cut - and how much.
 - If you were Matthew, would this be hard for you? What could a financial advisor say to you to make it easier to make the necessary cuts?
 - Do you think Matthew knows he is overspending in any of these areas or would he be surprised when you tell him?
 - (Optional extension) What if Matthew absolutely can't make any cuts in these two categories? What could he do to still be financially responsible? (he could make a cut in a category where he is not overspending. Then that money could get transferred to the food and entertainment categories.)
- **Transition:** Now let's take a look at our client's expense sheets from last month... Let's find out who is overspending where!

Activity Three: Client Coaching (25 Minutes)

- **Transition** into WOW! client groups. This will likely involve rearranging the room or the student groupings and should be done in the same manner that you taught during this transition in Week 2. Be sure to carefully plan the directions you will give students for moving to their new groups so that you don't lose time during this transition. Plan to follow this procedure every week so that it becomes routine.
- **Handout** client folders that now include the client's expense sheets from last month. In the folders is also the recommended budget handout that the students created last week. You should have already checked



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*



the recommended budgets to make sure these numbers are correct.

- **Say:** So the first thing we need to do is to transfer the recommended budget numbers that you created last week on to the Client Expense Sheet. Then we can follow the same steps that we just did for Matthew to find out if our clients are overspending.
 - **Note:** These steps should still be written on the board. Students should know exactly what to do, but if they don't, or there is any confusion, go over the steps again or cue the group to do each step individually.
- **Facilitate:** Let's take the next 10 minutes to work on this. I'll come around and check-in with each group as you work.
 - Each group will have 3 categories in which their client is overspending. Check to see that they have identified these categories correctly as well as identified several ways that their client could cut spending to save more money towards their respective goals.
- **Say:** Now that we've identified where our clients are overspending and where we think they could cut back to better position themselves to reach their goals, we need to practice how we're going to convince them that they should do what we think they should. This can be the trickiest part of being a financial advisor - convincing our clients to follow through on our ideas.
- **Say:** One way we can do that is to present an idea and support it with evidence or facts. We can connect our suggestions to the client's desire to reach his/her goal. For example, let's look back at Matthew. As Matthew's financial advisor, I might say, Matthew, I recommend that you cut back to going out to eat only 5 times a month instead of 10. Then I would share convincing facts to support my idea of what he should do:
 - If you want to save enough money to buy a car, then we have to make some cuts to your spending.
 - If you did this, instead of spending, you'd be saving!.
 - Also, you don't NEED to go out to a restaurant to eat - you just NEED food to eat! Instead of eating out, you could get food at the grocery store where it's cheaper.
- **Say:** Let's do this for our clients too. You've already identified a few wants that you'd like your clients to cut so that they can save more and spend less. Let's write out what reasons you could give your clients to convince them that this is a good idea.
- **Handout** the Convince Your Client sheets and give teams 5-7 minutes to develop their convincing



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*



arguments. Circulate the room and check in with students.

- **Facilitate practice:** In your WOW! teams, let's practice convincing our clients to use our recommendations. Our clients aren't here and we're just practicing so we'll role play.
 - During this meeting, I want you to share with your client the suggestions for cutting spending that you've come up with. Review how this will help them reach their goals better and review the numbers you've come up with. Share how you got those numbers and share your convincing arguments.
 - Remember our body language points from last week as well: look the clients in the eye and lean in to express that this is important and that you want to be taken seriously!
 - Assign each student in each team a role. For example, the student with the first name alphabetically is the lead financial advisor first, the second name alphabetically is the supporting financial advisor and the third student is the client.
 - After 2-3 minutes, rotate roles so that each student gets a chance to be the lead financial advisor.
 - Rotate around the room, listening in on different client meetings. Give tips on supporting their suggestions with evidence.

- **Transition:** Wonderful! We're well on our way to being ready for our WOW! and to advise our clients.

Assessment Exit Ticket (5 Minutes)

- **Teacher's Note:** *If you are playing music for your exit ticket time that the winning students have selected in the Hook, be sure to have it cued up prior to the Exit Ticket. Encourage students to nominate songs for the winners to choose between for next week by writing them on the back of their exit tickets.*

- **Say:** Good class today! Now that we can identify a need and a want correctly and identify where our clients are overspending, we are closer to being ready for our WOW! and to creating our financial plans for our



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*



clients. Next week we'll look at what we do with our savings - and learn what our clients should do with their savings so as to be better able to reach their financial goals. Before we wrap up this week though I want to quickly make sure you all remember everything we learned today. Take this exit ticket and fill it out silently and individually.

- **Distribute** the exit ticket.
- **Monitor** student work.
- **Collect** the exit ticket as students finish.

Exit Ticket Questions:

1. Identify which items are needs and which are wants by sorting them on to the T chart below.

Items: a bus pass, McDonalds Big Mac, food for dinner, pencils/pens for school, a laptop

2. How do you know if your client has overspent in a particular category of his/her budget?

Answer: The total amount he/she spent is greater than the recommended budget allowed.

3. How would you convince your client to cut spending in any particular area?

Answers will vary: I would build a convincing argument that by cutting spending, he/she would be better able to achieve his/her financial goals.



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #3: *Needs vs Wants*



Exit Ticket – Lesson #3

Name: _____

1) Identify which items are needs and which are wants by writing them onto the correct list below.

Items: a bus pass, McDonalds Big Mac, food for dinner, pencils/pens for school, a laptop

NEEDS

WANTS

2) How do you know if your client has overspent in a particular category of his/her budget?

3) How would you convince your client to cut spending in any particular area?



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*



Needs vs Wants Packets



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*

CITIZEN
SCHOOLS

NEEDs

WANTs



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #3: *Needs vs Wants*

CITIZEN
SCHOOLS



<http://kokomarinacenter.com/events/SchoolSupplyCollection,Shredding&RecyclingEvent>



<http://www.pics4world.com/vb/showthread.php?t=1389>



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #3: *Needs vs Wants*



<http://www.fonearena.com/blog/101081/samsung-galaxy-s5-unboxing.html>



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*

CITIZEN
SCHOOLS



<http://www.disneyfoodblog.com/2011/05/09/disney-food-for-families-the-dvc-villa-kitchens-part-3/>



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #3: *Needs vs Wants*

CITIZEN
SCHOOLS



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



<https://www.charlescountymd.gov/sites/default/files/coadmin/tourism/pizza-hut.jpg>



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*



Matthew's Expense Sheet

Matthew's Monthly Income (after taxes) = \$2,400



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*

CITIZEN
SCHOOLS

Word Wall Lesson 3

Need

Something that you have to buy to live your daily life.

Examples: food, education, transportation, a safe place to live, electricity/water

Want

Something that you would like to buy.

Examples: a fancy car, eating out, the newest phone, designer clothes

Overspend



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #3: *Needs vs Wants*

CITIZEN
SCHOOLS

When you spend more than you have.

Financially Responsible

When you do not overspend and are able to pay for all of your needs and save for your future.



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Lesson #4: *Interest*



Essential Question

Which of the several universal or debatable questions for this unit will students consider in this lesson?

- What is the relationship between financial planning and happiness?

Lesson Overview

What is interest? Students will learn not only what interest is but also how it can work for you when you save and against you when you go into debt. Students will calculate simple interest by hand and compound interest by using an online calculator. They will also debate whether it is better to save or go into debt and, within the debate, have the chance to practice their oral presentation skills.

Lesson Objectives

Standard #1: Citizen Schools students will make an effective oral presentation.

Lesson Objectives:

- **Use** appropriate volume and clear pronunciation when meeting with a client

Standard #2: Citizen Schools students will develop a personal financial plan.

Lesson Objectives:

- **Define** what interest is and be able to explain that it is earned when saving and paid when going into debt
- **Calculate** simple interest over time in 5 examples using a calculator using the equation $\text{interest} = \text{principal} \times \text{interest rate} \times \text{time}$
- **Calculate** compound interest over time in 4 examples using an online calculator

Lesson Agenda

| | |
|------------|---|
| 10 Minutes | Hook: Lightning Round Review |
| 10 Minutes | Introduction to New Material: Interest |
| 15 Minutes | Activity 1: Calculating Simple Interest |



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*



| | |
|------------|---|
| 25 Minutes | Activity 2: Calculating Compound Interest |
| 25 Minutes | Activity 3: Debt vs Saving Debate |
| 5 Minutes | Assessment |



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*



Lesson Preparation

● Preparation:

- Have space for students to sit at desks or at tables, but also have open space for the Lightning Round Review game at the beginning, the relay race in Activity 1, and the debate in Activity 3
- Prepare all visuals beforehand.
 - (Optional) In the Intro to New Material, you will use two visuals to identify key words used with savings and debt respectively. You may create these visuals while you are teaching or you can create them as part of your preparation for the lesson.
- Using the song nominations from the exit tickets from Week 3, select 3 finalists for the winning team from the Lightning Round Review to pick from to be played during the exit ticket.
- Cue up "Can't Buy Me Love" by the Beatles to play during Activity 1.
- For Activity 2 you will ideally have a computer for each WOW! Client Group. If this isn't possible, plan to alternatively have student groups share a computer. You can also consider using tablets or phones - anything that can access the internet will work. A trip to the computer lab is not advised as much time will be wasted in transition and in setting expectations for the lab. If no computers are available, you can print out the calculations and graphs beforehand.
- Print this week's words to add to the Word Wall.

● Co-teaching Plan:

- In the Hook, consider having a teacher lead each team in competition for the Lightning Round Review.
- For students that struggle with math calculations and word problems, consider having a small breakout group in Activity 1 to calculate simple interest and practice the computations.
- If you have multiple teachers, assign one to each group (or one to two groups) to support in Activity 2.

Materials

- Chart paper or whiteboard
- Markers - for paper and/or whiteboard



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*



- Bring the “Body Language in Presentations” visual from Week 2
- Calculating Simple Interest Handouts - one per group for the relay race
- Calculating Compound Interest Handouts - one per group
- laptop or tablet - one per group
- Exit Tickets - one per student
- Word Wall: board and new words to add to the wall
- Class set of calculators
- Index cards
- Computer, speakers or something to play music
- Computer, projector - to show the compound interest calculations in Activity 2

- **Note:** You will not need the Client Folders this week.

Hook: Lightning Round Review (10 Minutes)

- **Teacher’s Note:** *If you do not feel confident in your mastery of all the students’ names, you can facilitate this review as students vs teachers as is described in Lessons 2 & 3.*
- **Teacher’s Note:** *If you have multiple teachers, assign each teacher to a different group and have the teachers lead the excitement of the competition for their group. Decide ahead of time how you want to divide your students into groups. Perhaps it makes sense to just divide them in half as is described in this hook. Perhaps, however, they are already sitting at 4 different tables or you have multiple teachers and so more groups would be easy and beneficial. Use your discretion but keep it quick and simple.*
- **Welcome** students back for the fourth week. If possible, greet students at the door as they come in. Shake their hand and ask them how their day is going. Model the professionalism you want to see during your apprenticeship and praise students who are demonstrating this professionalism via strong handshakes and good eye contact.
- **Facilitate:** Just like last week, today we’re going to start with a game to review what we did and learned



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*



last week. This week, however, we're going to play students vs. students! Here's how it's going to work:

○ **Explain the differences:**

- Each team of students will stand in a line and send forward one student at a time. The teacher will greet each student by name and ask them a review question (see sample questions below). The first student to raise his/her hand will answer and if correct, earn a point for their team. If incorrect, then the other student will have the opportunity to answer and if correct, earn a point for their team.
- Then the next pair of students will come forward and repeat the questioning process.
- The game should continue until all students have answered a question and/or all review topics have been covered.
- The "team" with the most points at the end wins.
- What do they win? The winning team wins the right to select the song to be played during the exit ticket. Share the top three nominated songs (selected from the student's nominations on the exit ticket from the previous week)

○ **Sample review questions**

- What are we doing for our WOW!?
- What does it mean to overspend? (Word Wall connection)
- What is the difference between a want and a need?
- What is a need? (Word Wall connection)
- What is a want? (Word Wall connection)
- Is ordering a pizza a need or a want?
- If Sally's budget says she can spend \$550 in a month on transportation but she's actually spent \$700, is she good or has she overspent?
 - Note: Students may not be able to answer questions like this without a visual. Using a slide or the whiteboard, prepare several questions ahead of time and display for the students to look at while they prepare to answer. You could write the question itself, or you could create a sample expense sheet and show the budget and the expenses that show she has overspent.
- What should you do if you have overspent?
- What does it mean to be financially responsible? (Word Wall connection)



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*



- How do you try to convince your client to adopt your ideas?
- Tell us something about the client you are working with for the WOW!
- Show me an example of good body language in a professional presentation.
- Show me an example of bad body language in a professional presentation.
- **Note:** Keep the game moving quickly and keep the spirit lighthearted. This is supposed to be fun AND a meaningful review. If a student doesn't remember, take the opportunity to remind everyone - chances are the students will have a hard time remembering much of it since the class was a week ago. Remember, they've been in a LOT of other classes in between your last and this class. Give hints, draw out answers, and review where necessary, but don't single out students that don't immediately recall. Use the game as an opportunity to build investment and understanding.

- **Transition:** Last week we learned about needs and wants and overspending. Today, we're going to learn how you can use money to make money - by saving and investing. We have a "saving" category on our budgets - now let's see what we can do with that.

Introduction to New Material:

Interest

(10 Minutes)

- **Teacher's Note:** The concept of interest may be challenging to some students. The most important **idea** for students who struggle to understand is the power of compound interest either working for or against them.
- **Say:** On our budgets, it's recommended that a person put 10% of their monthly earnings in savings. That can be a lot of money!
- **Ask:** What is that money for?
 - **Solicit answers.** Sample answers: emergency fund, long term financial goals like buying a house, car, or paying for college.
- **Say:** Today we're going to talk about interest. Interest is extra money that you earn if you're saving and that you pay if you are borrowing money. **Reveal** definition of interest and explain that when you save



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

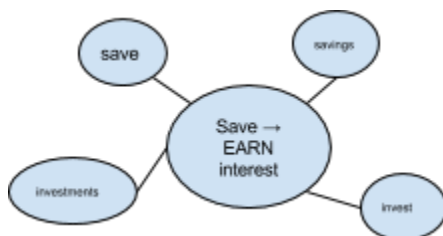
Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*



your money in a bank, you get paid interest. When you borrow money from a bank or with a credit card, then you have to pay interest. Post the word onto the Word Wall.

- **Say:** When you SAVE, then you are using that money to make money! **Reveal** definition of saving. Saving is money you set aside for emergencies and future financial goals." Post this word on the Word Wall.
- **Say:** When you go into DEBT, then you have to pay extra money. **Reveal** definition of debt. Debt is money that you borrow to pay for things you can't afford now. Post this word on the Word Wall.
- **Say:** Since it's more exciting to make money, let's start there - How do we use our money that we're saving to make money? We can invest it and it can earn interest.
- **Say:** When you put your money into investments or a savings account, you earn interest. This is a small percentage that the bank or investment company pays you to keep your money with them. Sometimes this is a small amount and sometimes its a larger amount - it just depends on what type of savings or investment it is. It can be from .5% to 10-15% a year. When you save in a savings account, you earn a smaller amount of interest - let's say 2% - but when you invest in stocks, then you earn more - let's say 10%.
- **Say:** The banks pay you to keep your money with them because they actually use your money to make loans to other people. They keep track and you end up making money while your money is just sitting in an account! You are rewarded by NOT spending. This is how you can use money to make money.
 - **Write:** in the middle of a piece of chart paper, draw a circle and write: Save → EARN interest
 - **Say:** Key words you might hear that will let you know that we're talking about saving and earning interest are: save, invest, investments, etc. **Write** these on the Save visual as offshoots of the central circle.



- **Say:** Unfortunately, though, when you go into debt and borrow money, you have to PAY interest. This is because you are borrowing the money so you have to pay back the amount you borrowed plus a little bit extra to pay the person who let you borrow the money.
 - **Write:** in the middle of a piece of chart paper, draw a circle and write: Debt → PAY interest



Core Apprenticeship Library

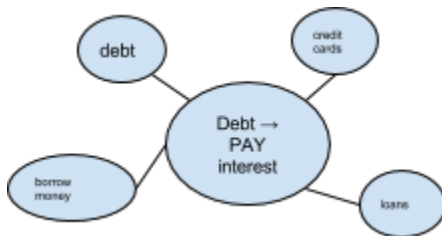
Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*



- **Say:** Key words you might hear that will let you know that we're talking about debt and paying interest are: debt, borrow money, loans, credit cards, etc. **Write** these on the Debt visual as offshoots of the central circle.
as well.



- **Check for understanding:** Check to see if the students are understanding by giving them examples and ask two questions: Is this an example of debt or savings? Will this person have to pay interest or will he/she earn it?
 - Sample examples:
 - Susie is going to college and she's taking out a student loan to pay tuition.
 - Jose puts \$100 a month into his savings account.
 - Samuel pays \$200 a month for his car.
 - Yasmin wants to borrow money at a good interest rate to buy a house.
 - Charlie invests money for retirement.
- **Say:** Saving money and earning interest isn't just about getting rich. In fact, money for the sake of money isn't going to do anything for you! Instead, saving money and earning interest is great because it will help you reach more of your financial goals like paying for college, buying a house or even smaller things like school supplies, clothes, and other needs.
- **Transition:** Interest is a tricky thing - it can be great for us when we're saving money but it can be terrible for us when we need to borrow money. We'll talk more later today about how we decide to save or go into debt, but first let's practice calculating interest so we see what these numbers actually mean.

Activity One: Calculating Simple Interest (15 Minutes)



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*



- **Teacher's Note:** During the relay race, consider playing a song about money. For example, you could play "[Can't Buy Me Love](#)" by the Beatles. Be sure to cue up the song before class so as to avoid time lost buffering.
- **Say:** There are two ways to calculate interest - simple interest and compound interest. Simple interest is, as the name implies, simpler. You have learned the math necessary for simple interest, so let's start there.
- **Say:** To calculate interest, you'll need 3 numbers.
 - 1) You'll need to know how much money you're starting with. This is called "principal." If you're going into debt, this is the amount you are borrowing. If you're saving, this is the total amount that you are saving.
 - 2) You'll need to know what your interest rate is going to be. This is sometimes called your "rate of return" or "interest rate."
 - 3) You'll need to know how much time - how many years - you'll be saving or borrowing your money for. All you have to do calculate how much interest you'll earn is multiply these three numbers together.
- **Reveal:** the definitions for the Word Wall for principal and interest rate. Add these to the Word Wall.
- **Write:** interest = principal x interest rate x time.
- **Say:** Let's practice with a few savings examples.
 - If I have \$1000 and I can invest it for 10 years at 3% interest rate. How much interest will I earn?
 - The first thing we have to do is convert the % to a decimal. What is 3% as a decimal? (.03)
 - Great! Now we multiply all 3 numbers together - $\$1000 \times 10 \times .03 = \300
 - This means that if I save this money in an investment that earns 3%, I will make an additional \$300 after 10 years! I didn't have to work for this money - you earn this money by being patient and not spending it!
 - If you have \$1500 to save and you can invest it for 10 years at a 4% interest rate. How much interest will you earn?
 - Convert 4% to a decimal: .04
 - Multiply: $\$1500 \times 10 \times .04 = \600
- **Say:** Now let's practice with a few debt examples.
 - If I borrow \$1000 for 10 years at 3% interest rate. How much interest will I have to pay?



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*



- The first thing we have to do is convert the % to a decimal. What is 3% as a decimal? (.03)
- Great! Now we multiply all 3 numbers together - $\$1000 \times 10 \times .03 = \300
- This means that if I borrow this money for an interest rate of 3%, I will have to pay an additional \$300 after 10 years!
- **Say:** What is different between this example and the first savings example that we did? The only difference is that when it's debt, it's interest we have to PAY whereas when it's savings, it's interest we EARN. Let's double check this with the second example. We'll use the same numbers again, but turn it into an example when we're borrowing instead of saving.
- If you have to borrow \$1500 and you can borrow it for 10 years at a 4% interest rate. How much interest will you have to pay?
 - Convert 4% to a decimal: .04
 - Multiply: $\$1500 \times 10 \times .04 = \600
- **Facilitate:** a relay to practice calculating simple interest
 - Divide the students into two teams (these could be the same teams from the Lightning Round Review and could be framed as a rematch for song selection rights!) and have them come to one side of the room. On the other side of the room, post (or place on a desk) the Calculating Simple Interest Handout, a calculator and a pencil (one of each per team).
 - **Say:** When I say go, send the first member of your team over to solve the first problem and find out the amount of interest that will be earned or paid. After the first person has solved the problem, they will run back and tap the next person. Then the second person will solve the next problem on the handout. Continue until all the problems on the handout are solved. Feel free to use a calculator! The team to finish - with the most correct answers! - will win (and steal or keep the song choice privileges from the team that won the Hook!) If both teams have the same number of correct answers, then the first team to finish wins.
- **Debrief:**
 - How can we use money to make money? Why would we want to do this?
 - How do we earn interest?
 - When do we have to pay interest?
 - We know saving is important to have money for emergencies and for long term goals like college, but why else is saving money important? (It's a way to make more money without having to work



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*



more. Saving and investing is a good strategy towards becoming wealthy.)

○ Why is going into debt more expensive than saving for a purchase?

- **Transition:** Now that we've learned how to calculate simple interest, let's look at the more complicated - and unfortunately more common - way of calculating interest - compound interest!



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*

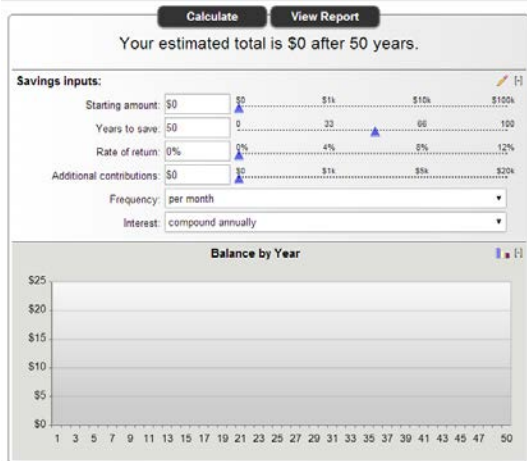


Activity Two: Calculating Compound Interest (25 Minutes)

- **Teacher's Note:** You will need a laptop, computer, or tablet per group for this activity. They can then use the calculator (<http://www.dinkytown.net/java/CompoundSavings.html>) for this activity. If you have enough co-teachers, assign one to each group or one to two groups to assist. A trip to the computer lab is not advised as much time will be wasted in transition and in setting expectations for the lab. If no computers are available, you can print out the calculations and graphs beforehand. If internet is not reliable at your school, plan to use an alternative plan to calculate compound interest.
- **Teacher's Note:** Students need to be in groups for this activity. Consider using the WOW! client teams just so they work with their group during this lesson since there is no Client Coaching this week. Alternatively, group students heterogeneously by ability so that they can help each other.
- **Say:** To learn about compound interest, we're going to use an online calculator. You haven't learned the math yet to be able to calculate the interest with a pencil and paper, but you can definitely understand how it works. It is the same where if it's savings, then you'd be earning the interest, but if it's debt then you'd be paying it.
- **Display the calculator:** Use a projector to put the online calculator up on the screen. Center your screen so that the full calculator is shown but not much on top or bottom. Put zeros in all the necessary boxes.



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #4: *Interest*



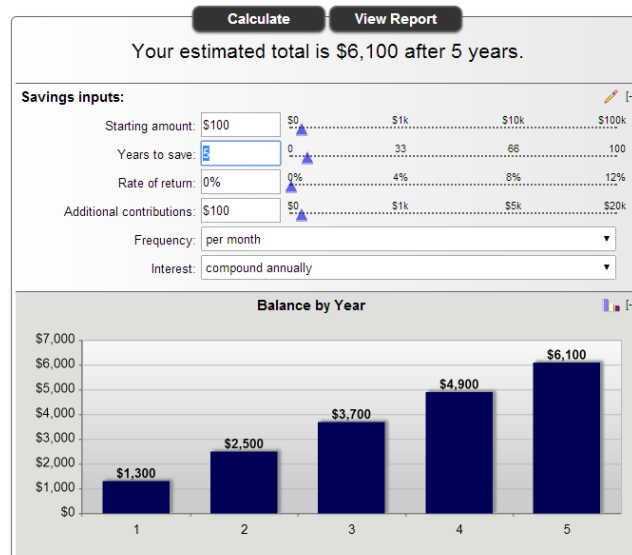
- **Say:** First, let's talk through what we see on the calculator. We see in the middle at the top where it says "Savings Inputs" and then there are white boxes. I put zeros in the boxes so that we could start with a blank slate. What are the boxes?
- Talk through each line and what it means
 - Starting amount - this is how much money we started with.
 - Years to save - this is the number of years we're going to save money.
 - Rate of return - this is another term for the interest rate.
 - Additional contribution - most people don't save a lump sum, but rather they save a certain amount per month. In simple interest we can't calculate this, but in compound interest we can factor this in.
 - Frequency - we're going to leave this as "per month" because most people add a certain amount per month.
 - Interest - we're going to leave this as "compounded annually" because that is most common as well.
- **Say:** To give you an overview, I'm going to talk about this example as though it is savings.,
 - Use an online calculator to show how savings of \$100 a month at a minimal interest rate will turn into thousands of dollars over the years.
 - <http://www.dinkytown.net/java/CompoundSavings.html>
 - **Say:** Let's say we are going to we save \$100 a month. We'd put \$100 in the "starting



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #4: *Interest*



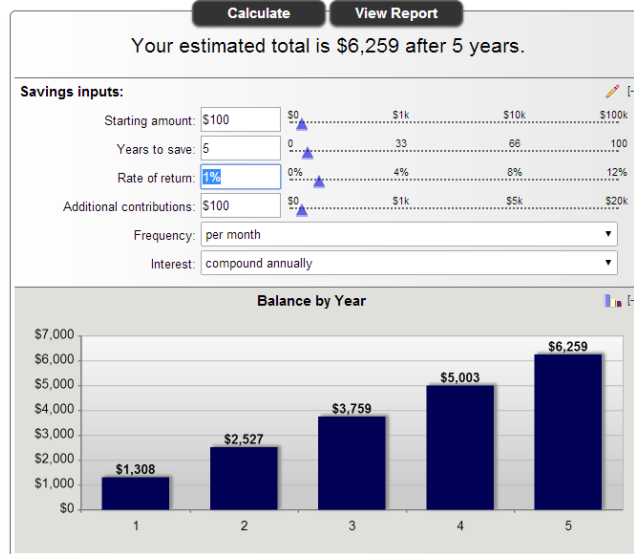
amount” box and \$100 in the “additional contribution” box. If we saved that for 5 years, with NO interest, we would have \$6100.



- **Ask:** Do you see how, as I put in the numbers, the calculator just automatically calculated our savings? What do we see on this graph?
 - **Answer:** The graph shows us how much we’ve saved each year for 5 years with NO interest earned.
 - **Note:** The only way to earn no interest when you’re saving money is if you’re keeping your money in your wallet or in a box at home!
- **Say:** Now let’s add in earning interest. Let’s say that we’re putting the money in a savings account where we earn 1% interest. We put in 1% in the “rate of return” box.



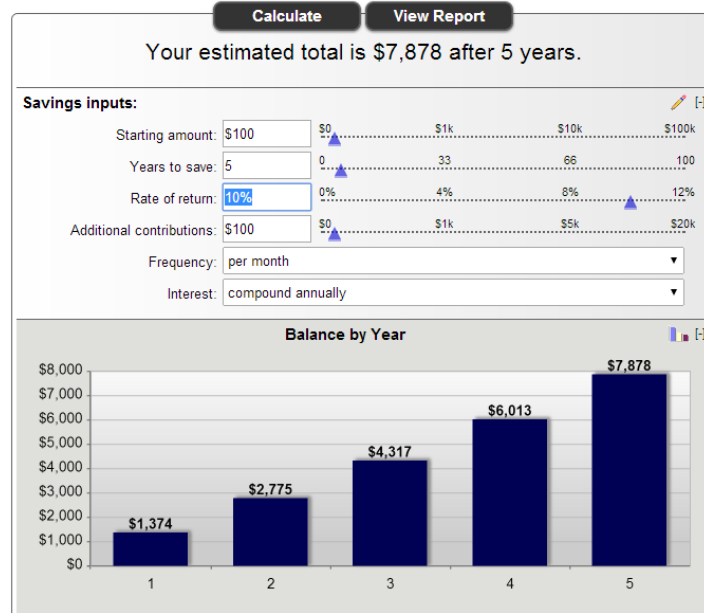
Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #4: *Interest*



- **Say:** Now how much have we saved after 5 years? \$6,259. That's an extra ~\$150 that we got just by keeping our money in the bank!
- **Say:** But we can earn more interest than in a savings account. We can invest it into stocks. This is what a company like Fidelity does. They save your money at higher interest rates so you earn more interest. Usually you have to commit to leaving your money there for a longer amount of time, but in return you can earn 5-15% interest. Let's say that we put that \$100 a month into something with a 10% interest rate. Which box would I change to 10%? (The "rate of return" box)



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #4: *Interest*



- **Say:** Now that's a WOW! If you have an interest rate of 10%, you'd now have \$7878!! Remember what we would have had if we earned no interest? If we just put our money in a box? \$6100. Now, instead, because we invested our savings, we have over \$1,700 extra that we've earned.
- Run a few more examples showing that even if you save \$20 a month, you still can grow your money significantly. Have students tell you where to put the numbers on the calculator as you work through the examples.
 - If Joshua saves \$20 a month for 6 years, how much will he have if he puts it in a box (0%), a savings account (1%), or invests it (10%)?
- These are examples of compound interest when you are saving and investing.
- **Say:** Compound interest works the same way when you borrow money, but you have to pay the interest instead of earning it.
 - Use the online calculator to show how much interest you'd have to pay on debt as time passes.
 - **Say:** When we borrow money, different types of debt will have different interest rates. We're going to talk about this more in two weeks, but when you have a loan for school, it's a low interest rate (~4%) and when you go into credit card debt, it's a high interest rate (~18%).



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*



- Show the difference in how much you have to pay back if you borrow at different interest rates. While in actuality these calculations are a little more nuanced, this compound savings calculator will give students the feel for how the interest makes your money grow - or your debt grow.
- **Facilitate practice:** Now you're going to practice using the online calculators in your groups.
 - **Handout** the Compound Interest Handout and laptops/tablets. Set expectations as needed for laptop/tablet use. (For example, only using the calculators - no other sites, laptops/tablets need to not be moved or picked up, etc)
 - **Give instructions:** In groups, use the online calculator to find out how much different individuals will save at different interest rates or how much they will have to pay back at different interest rates. There are 2 problems for saving and 2 problems for debt.
- **Debrief:** I know I haven't told you much about the math behind compound interest, but what would you say is the difference between simple and compound interest? (Compound interest makes your money grow (or the money you owe grow) much much faster than simple interest)
- **Transition:** Next week, we're going to look at our client's again and see how investing their money and earning compound interest will help them reach their financial goals quicker.

Activity Three: Debt vs Saving Debate (25 Minutes)

- **Teacher's Note:** *This debate connects with the concepts learned in lesson 3 with respect to the difference between needs and wants. Help students make this connection on both sides of the debate as they consider what Marcus should do.*
- **Say:** This is the one week that we will not be having client coaching as our last activity for the day. Instead, today is all about learning the basics of interest, debt and saving. For our last activity today, we're going to have a debate. Before we do, though, let's review and add to something we talked about in Week 2 - body language for presentations.
- **Reveal or refer** to the "Body Language for Presentations" poster from Week 2 that you have brought and



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*



posted for this class.

- **Review** the tips already on the visual that relate to eye contact and body language.
- **Say:** Let's think about how we use our voice as a tool in our presentations and add to this list!
- **Ask:** What volume should my voice be when I'm giving a presentation?
 - **Model:** different volume levels. Whisper for a few seconds. Ask if the students in the back could hear you. Speak too loudly for a few seconds. Ask if the students closest to you could comfortably listen.
 - **Add to the visual:** Speak at an appropriate volume so everyone can hear comfortably.
 - **Model:** speaking too fast, unclearly, and mumbling.
 - **Add to the visual:** Speak clearly and slowly.
- **Transition:** Wonderful! Now let's get back to thinking about debt and savings. Remember these tips though because you're going to get a chance to practice them in a minute.
- **Check for understanding:** Before we launch into our debate, let's recap.
 - **Ask:** students questions to ensure that they understand the following concepts taught in the Introduction to New Material.
 - Debt is when you borrow money and it means you PAY interest.
 - Saving is when you save or invest money and it means you EARN interest.
 - **Ask:** if you are going to PAY the interest, would you want a low interest rate, or a high interest rate?
 - Draw out the point that if you are going into debt and paying interest then you want a low interest rate. If, alternatively, you are going to save or invest and earn interest, then you want a high interest rate.
- **Ask:** What do you think, is it better to save for something, earn interest, and then pay for it OR is it better to go into debt and then pay interest over time as you pay it back? Let's think about it in terms of an example. Perhaps you are taking the bus to work, but you'd like to drive your own car. You know it would be faster to drive yourself, but you do not have the money to buy a car yet. Is it better to take the bus and save up your money or is it better to take out a loan and then pay it back while you're driving yourself to work?
 - **Facilitate discussion:** Note that it is not a simple one answer is right all the time. Instead, sometimes it's better to save and sometimes it's better to go into debt. Note the nuances of the



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*



example that could sway the decision either way. Perhaps there is a job that pays twice as much but there is no bus to that location. Perhaps it's only 5 minutes difference in transportation time between the bus and the car. Is it New York City or Houston? Transportation norms are different in different locations.

- **Connect** back to Week 3's lesson on needs vs wants. Review if needed. **Highlight:** Usually it is better to save for wants (like a vacation or fancy car) and go into debt for needs (like college education or a simple, basic car).
- **Say:** There are companies and people out there that will try to take advantage of you by offering to loan you money, but they are charging very high interest rates. Any time you need to go into debt, you need to make sure that you are getting the best and lowest interest rate you possibly can.
- **Review and Check for Understanding:** This is where this can seem confusing. When you are saving money and investing it, you want a high interest rate but when you are going into debt and borrowing money, you want a low interest rate. Why is that? Can anyone explain it?
 - Sample answer: When you save money and invest it, you are earning the interest rate so you want to earn more. But when you are going into debt and borrowing money, you are paying interest so you want to pay as little as possible.
- **Note:** If your class is easily mastering these concepts and you have time, you should add in a brief discussion of credit scores and how your score is impacted by the consistency with which you pay off debt. Explain that the interest rates you've described vary based on your history as a borrower to pay back money early and on time. This is called your credit history. This record is sort of like your school records. Just like having a record of good grades can mean you get into any college you want with a full scholarship, having a good credit history means you can get a loan for a lower interest rate.
 - This concept will be discussed further in Activity 1 of Lesson 6 so it does not need to be something you go into great detail on now, but rather something you foreshadow them learning more about later.
- **Facilitate:** Which would you personally prefer - going into debt to buy something NOW or saving and paying cash? We know that this question can have multiple answers. I'm going to read a scenario out loud. Think about what you would choose (Debt or Save). Then we will divide into two groups and have a debate.
 - **Handout or display:** the scenario for students to read along as you read. This will support visual



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*



and auditory learners and help support students in reading, remembering, and thinking about the numbers that are relevant in this debate.

- **Read scenario:** Marcus is graduating from high school this year. He is planning to attend college in the fall but isn't sure how he will pay for it. Tuition for the first year is \$15,000. He has \$8000 saved up but doesn't know how he will pay for the remaining \$7,000. He talked to a bank and can get a loan for the money with an interest rate of 3.5%. He also knows, however, that he could work with his uncle in construction and make the \$7,000 during the fall semester. What should he do? Should he take the loan and start college now or should he work and wait to start when he can pay the full tuition?
- **Think:** give students a few seconds to think about what they would do. Divide the class in half based on whether they would prefer to go into debt or wait to save up the money. Emphasize that there isn't really a "right" answer here.
- **Give** students 5 minutes to think of all the reasons their position is correct. Ask them to write each point on an index card.
- **Facilitate the debate:** Determine which team has the most index cards. That team can go first. Each student should use an index card to share a point in support of their position. Then the other team will go. Give each team a few minutes to share their points and deliberate. Ask if anyone has changed their mind after hearing the other team's points.
- During the debate, praise students for speaking at an appropriate volume and speaking clearly and slowly. **Point out great body language** when speaking and presenting. Doing so will reinforce the good presentation skills you are teaching and will help you continue to build strong relationships with your students.
 - **Note:** Students will be using index cards for their WOW! presentations. While it is not necessary for you to make this connection or teach how to use index cards now, if you see students using them well (i.e., not just looking at them the whole time and instead glancing down and maintaining eye contact) point it out.
- **Note:** Ensure that the questions are debated. Will Marcus really save the money or will he spend it? Will he really go to school or will he instead end up falling into the trap that many do and never get around to going back to school? Could he work with his uncle part time and go to school too? What will he do for year two?



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*



- **Debrief:** While there isn't necessarily a "right" answer in the scenarios we discussed today, sometimes there IS a right answer. What influences your decision of whether or not to save and buy later or go into debt and buy now?
 - **Note:** Ensure the discussion reiterates the points that the interest rate should be low and the need should be high for a person to choose debt. Wants should almost always be saved for.
- **Transition:** Again, when we borrow money, we have to PAY interest, so we want a low interest rate. When we save money, we EARN interest, so we want a high interest rate. There's not always a right answer, but in general, you should try to go into debt only for things you **need** like a house, car, or college.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*



Assessment

Exit Ticket

(5 Minutes)

- **Teacher's Note:** *If you are playing music for your exit ticket time that the winning students have selected in the Hook, be sure to have it cued up prior to the Exit Ticket. Encourage students to nominate songs for the winners to choose between for next week by writing them on the back of their exit tickets.*
- **Say:** Good class today! Now that we know how to save money to make money, we are closer to being ready for our WOW and to creating our financial plans for our clients. Next week we'll learn more about interest and how it can work for us when we save and invest! Before we wrap up this week though I want to quickly make sure you all remember everything we learned today. Take this exit ticket and fill it out silently and individually.
- **Distribute** the exit ticket.
- **Monitor** student work.
- **Collect** the exit ticket as students finish.

Exit Ticket Questions:

1. Fill in the blanks: When we borrow money, we go into ___ (debt) and we have to ___ (pay) interest, so we want a ___ (low) interest rate. When we save money, we ___ (earn) interest, so we want a ___ (high) interest rate.

Word Bank: high, low, debt, pay, earn

2. Jose has saved \$450 a month for a year and he is ready to invest this amount, \$5,400, for 5 years at 7% interest rate. How much interest will he earn during that time? ($5400 \times 5 \times .07 = \$1,890$)
3. Circle all the statements below that are TRUE about compound interest. (Correct answers bolded)

Compound interest makes your total grow quickly.

To calculate compound interest, you need to know the principal (or starting amount), amount of time to save, and interest rate.

Compound interest is impossible to calculate without an online calculator.

Compound interest grows quicker than Simple interest.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*



Compound interest is better than Simple interest.

4. Name at least one thing that makes your voice professional and easy to hear during a presentation.

(Multiple answers: speak clearly, speak loudly enough for everyone to hear, don't mumble, don't whisper)



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #4: *Interest*



Exit Ticket: Lesson #4

Name: _____

1) Fill in the blanks using the Word Bank below:

Word Bank: high, low, debt, pay, earn

When we borrow money, we go into ___ (debt) and we have to ___ (pay) interest, so we want a ___ (low) interest rate. When we save money, we ___ (earn) interest, so we want a ___ (high) interest rate.

2) Jose has saved \$450 a month for a year and he is ready to invest this amount, \$5,400, for 5 years at 7% interest rate. How much interest will he earn during that time?

3) Circle all the statements below that are TRUE about compound interest.

- Compound interest makes your total grow quickly.
- To calculate compound interest, you need to know the principal (or starting amount), amount of time to save, and interest rate.
- Compound interest is impossible to calculate without an online calculator.
- Compound interest grows quicker than Simple interest.
- Compound interest is better than Simple interest.

4) Name at least one thing that makes your voice professional and easy to hear during a presentation.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*





Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*

CITIZEN
SCHOOLS

Calculating Simple Interest Name: _____

- 1) If Jude has \$2370 to invest at a 5% interest rate, how much simple interest will she save at the end of 7 years?
- 2) If Candi has \$1408 to invest at an 8% interest rate, how much simple interest will she save at the end of 2 years?
- 3) If Tyrone has \$5431 to invest at a 9% interest rate, how much simple interest will he save after 3 years?
- 4) If Miguel invests \$565 for 6 years at a 6% interest rate, how much simple interest will he save?
- 5) How much simple interest will she earn if Sandra invests \$6780 for 4 years at a 12% interest rate?
- 6) How much simple interest will Ellen earn if she invests \$10,980 for 3 years at a 7% interest rate?
- 7) If LaTonya invests \$5,730 at a 4% interest rate for 5 years, how much simple interest will she earn?
- 8) How much simple interest will Jason earn if he invests \$398 at an interest rate of 13% for 5 years?
- 9) If Aurora invests \$3,225 at a 8% interest rate for 5 years, how much simple interest will she earn?



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*



10) How much simple interest will Paul earn if he invests \$1,995 for 6 years at a 14% interest rate?



Calculating Simple Interest **ANSWER KEY**

1) If Jude has \$2370 to invest at a 5% interest rate, how much simple interest will she save at the end of 7 years?

$$2370 \times .05 \times 7 = \$829.50$$

2) If Candi has \$1408 to invest at an 8% interest rate, how much simple interest will she save at the end of 2 years?

$$1408 \times .08 \times 2 = \$225.28$$

3) If Tyrone has \$5431 to invest at a 9% interest rate, how much simple interest will he save after 3 years?

$$5431 \times .09 \times 3 = \$1,466.37$$

4) If Miguel invests \$565 for 6 years at a 6% interest rate, how much simple interest will he save?

$$565 \times 6 \times .06 = \$203.40$$

5) How much simple interest will she earn if Sandra invests \$6780 for 4 years at a 12% interest rate?

$$6780 \times 4 \times .12 = \$3,254.40$$

6) How much simple interest will Ellen earn if she invests \$10,980 for 3 years at a 7% interest rate?

$$10,980 \times 3 \times .07 = \$2,305.80$$

7) If LaTonya invests \$5,730 at a 4% interest rate for 5 years, how much simple interest will she earn?

$$5730 \times .04 \times 5 = \$1,146$$

8) How much simple interest will Jason earn if he invests \$398 at an interest rate of 13% for 5 years?

$$398 \times .13 \times 5 = \$258.70$$



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #4: *Interest*



9) If Aurora invests \$3,225 at a 8% interest rate for 5 years, how much simple interest will she earn?

$$3225 \times .08 \times 5 = \$1,290$$

10) How much simple interest will Paul earn if he invests \$1,995 for 6 years at a 14% interest rate?

$$1995 \times 6 \times .14 = \$1,675.80$$

Compound Interest Handout (Activity 3) Name: _____

Use the online calculator to calculate how much each individual will have saved up. Keep in mind that this amount is the interest plus the amount that they have invested.

| | |
|--|--|
| <p>1. Susanna invests \$100 every month for 5 years. She has an 8% interest rate and the interest is compounded annually. How much money does she have saved up at the end of 5 years?</p> | <p>2. Pablo invests \$230 every month for 3 years. He has an 11% interest rate and the interest is compounded annually. How much money does he have saved up at the end of 3 years?</p> |
| <p>3. Darren saves and invests \$400 every month for 35 years. He is saving for retirement! He has an 9% interest rate and the interest is compounded annually. How much money does she have saved up at the end</p> | <p>4. Monique invests \$20 every month for 15 years. She has a 10% interest rate and the interest is compounded annually. How much money does she have saved up at the end of 5 years?</p> |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #4: *Interest*



of 35 years?

Extension: What if she saved \$25 each month instead?
How much more would she save?

Compound Interest Handout (Activity 3) **Answer Key**

Use the online calculator to calculate how much each individual will have saved up. Keep in mind that this amount is the interest plus the amount that they have invested.

1. Susanna invests \$100 every month for 5 years. She has an 8% interest rate and the interest is compounded annually. How much money does she have saved up at the end of 5 years?

\$7,488

2. Pablo invests \$230 every month for 3 years. He has an 11% interest rate and the interest is compounded annually. How much money does he have saved up at the end of 3 years?

\$10,080



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #4: *Interest*



3. Darren saves and invests \$400 every month for 35 years. He is saving for retirement! He has an 9% interest rate and the interest is compounded annually. How much money does she have saved up at the end of 35 years?

\$1,093,389

4. Monique invests \$20 every month for 15 years. She has a 10% interest rate and the interest is compounded annually. How much money does she have saved up at the end of 5 years?

\$8,116

Extension: What if she saved \$25 each month instead? How much more would she save?

\$10,145! She would save ~\$2000 more by saving \$5 more a month.

Word Wall Lesson 4

Interest

Extra money that you earn if you're saving and that you pay if



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*

CITIZEN
SCHOOLS

you are borrowing money.

Saving

Money you set aside for emergencies and future financial goals.

Debt

Money you borrow to pay for things you can't afford now.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #4: *Interest*

CITIZEN
SCHOOLS

Principal

How much money you're starting with. If you're saving money, this is the amount you are saving. If you're borrowing money, this is the amount you borrowed.

Interest Rate

A rate which is charged or paid for the use of money. Also called a rate of return.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



Essential Question

Which of the several universal or debatable questions for this unit will students consider in this lesson?

- What is the relationship between financial planning and happiness?

Lesson Overview

In this lesson, students will continue to think about the ways that saving can lead to achieving financial goals and the ways that being financially responsible can help them lead the lives they desire. They will build on their learning in Lesson 4 by exploring saving and investing. Students return to working on their WOW! client financial plans this week by reexamining the client's financial goals and designing an individualized investment strategy the help the clients reach these goals. After finalizing these investment strategies, they will learn how to use visuals to make presentations clearer and more persuasive. This lesson marks the halfway point of the apprenticeship and by the end of this lesson, the students should be able to visualize themselves preparing the financial plans and giving their presentations for the WOW!

Lesson Objectives

Standard #1: Citizen Schools students will make an effective oral presentation.

Lesson Objectives:

- **Practice** using graphs to enhance clarity and persuasiveness of presentation of information and recommendations to the client

Standard #2: Citizen Schools students will develop a personal financial plan.

Lesson Objectives:

- **Determine** the amount of money to save or invest monthly based on a specific financial goal
- **Identify** two types of accounts to earn interest and save money in at a bank

Lesson Agenda

10 Minutes

Hook: Lightning Round Review

10 Minutes

Introduction to New Material: Save More!



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



| | |
|------------|--|
| 15 Minutes | Activity 1: Savings Accounts & Investments |
| 20 Minutes | Activity 2: How much to Save |
| 30 Minutes | Activity 3: Client Coaching |
| 5 Minutes | Assessment |



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



Lesson Preparation

● Preparation points:

- Have space for students to sit at desks or at tables, but also have open space for the Lightning Round Review game at the beginning, the carousel activity in Activity 2, and oral presentation practice in Activity 3.
- Print the Stations scenarios for Activity 2. Predetermine how you will split up the groups (3 or 6, heterogeneous/ homogeneous?)
- Using the song nominations from the exit tickets from Week 4, select 3 finalists for the winning team from the Lightning Round Review to pick from to be played during the exit ticket.
- Cue up "Material Girl" by Madonna or song of your choosing to play during Activity 2.
- Activity 1 is a brief overview of savings accounts and investments. It provides the opportunity for you to review how people as young as them can have their own bank accounts to help them manage their money. You can, alternatively, invite a representative from your neighborhood bank to come talk to the students about these same points.
- For Activity 2 & 3 you will need 6 computers/tablets/laptops. A trip to the computer lab is not advised as much time will be wasted in transition and in setting expectations for the lab. If no computers are available, you can print out the calculations and graphs beforehand.
- Print this week's words to add to the Word Wall.
- Review the Communication Rubric. Plan to evaluate each student after this lesson in preparation for Lesson 6 as to what they have mastered and what they still have to master in oral presentation.

● Co-teaching plan:

- In the Hook, consider having a teacher lead each team in competition for the Lightning Round Review.
- Activity 2 contains more practice using the online tool for calculating compound interest. If students struggled with this in Week 4, consider modifying the activity or pulling a small group out to reteach.
- If you have multiple teachers, assign one to each WOW! Client Group (or one to two groups) to support throughout the apprenticeship. This will help keep groups on task, resolve misunderstandings quickly, and prepare high quality WOW! presentations.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



Materials

- Chart paper or whiteboard
- Markers - for paper and/or whiteboard
- "3 Reasons You Should Be Saving More." - one article per student
- How Much to Save Handouts - one per group for carousel activity in Activity 2
- Client Folders - one per WOW! client team
 - Client Profile Page
 - Client Recommended Budget
 - Client Expense Sheets
- laptop or tablet - six for Activity 2, one per WOW! client team for Activity 3
- Investment Strategy handout - one per WOW! client team - this will be added to the Client Folders after Lesson 5 (located in the Client Profiles doc)
- Exit Tickets - one per student
- Word Wall: board and new words to add to the wall
- Computer, speakers or something to play music
- Basic savings accounts pamphlets from a local bank



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



Hook: Lightning Round Review

(10 Minutes)

- **Teacher's Note:** *If you have multiple teachers, assign each teacher to a different group and have the teachers lead the excitement of the competition for their group. Decide ahead of time how you want to divide your students into groups. Perhaps it makes sense to just divide them in half as is described in this hook. Perhaps, however, they are already sitting at 4 different tables or you have multiple teachers and so more groups would be easy and beneficial. Use your discretion but keep it quick and simple.*

- **Welcome** students back for the fifth week. If possible, greet students at the door as they come in. Shake their hand and ask them how their day is going. Model the professionalism you want to see during your apprenticeship and praise students who are demonstrating this professionalism via strong handshakes and good eye contact.

- **Facilitate:** Let's get started with our Lightning Round Review! We'll play again as students vs. students! Here's how it's going to work:
 - **Explain** the differences:
 - Each team of students will stand in a line and send forward one student at a time. The teacher will greet each student by name and ask them a review question (see sample questions below). The first student to raise his/her hand will answer and if correct, earn a point for their team. If incorrect, then the other student will have the opportunity to answer and if correct, earn a point for their team.
 - Then the next pair of students will come forward and repeat the questioning process.
 - The game should continue until all students have answered a question and/or all review topics have been covered.
 - The "team" with the most points at the end wins.
 - What do they win? The winning team wins the right to select the song to be played during the exit ticket. Share the top three nominated songs (selected from the student's nominations on the exit ticket from the previous week)

 - Sample review questions
 - What are we doing for our WOW!?



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



- How can you use money to make money?
- What is interest? (Word Wall connection)
- What are savings? (Word Wall connection)
- What is debt? (Word Wall connection)
- If Bo has \$500 to invest for 4 years at a 8% interest rate, how much interest will Bo earn?
(vary the #s to get multiple questions)
- When you save or invest money, do you earn or pay interest?
- When you go into debt and borrow money, do you earn or pay interest?
- Which is better, going into debt and buying now or saving your money and buying later?
- What does it mean to be financially responsible?
- Show me an example of good volume and clear speaking in a professional presentation.
- Show me an example of bad use of your voice in a professional presentation.
- Show me an example of good body language in a professional presentation.
- Show me an example of bad body language in a professional presentation.
- **Note:** Keep the game moving quickly and keep the spirit lighthearted. This is supposed to be fun AND a meaningful review. If a student doesn't remember, take the opportunity to remind everyone - chances are the students will have a hard time remembering much of it since the class was a week ago. Remember, they've been in a LOT of other classes in between your last and this class. Give hints, draw out answers, and review where necessary, but don't single out students that don't immediately recall. Use the game as an opportunity to build investment and understanding.

- **Transition:** Last week we learned what interest is how interest works. Today, we're going to focus on saving and why it is so important that we save money.

Introduction to New Material:

Save More!

(10 Minutes)

- **Teacher's Note:** Consider how you will support English Language Learners and/or students with reading



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



disabilities during this Intro to New Material. Potentially have a translation of the article for ELL students to read with a co-teacher in their language and or have a few copies of the article with the key facts already underlined.

- **Handout:** the article "3 Reasons You Should Be Saving More." Handout one per student.
- **Say:** I've mentioned already that saving is really important, but we haven't yet really discussed why. Here's a great article from the Wall St Cheat Sheet that distills out 3 reasons that all Americans should be saving more. Let's read the first part together.
 - Read through this first section aloud for your students. Stop periodically and share what you're thinking as you read. This models good reading practices for the students. This should only be a minute or two.
- **Say:** This article gives us 3 reasons why saving is important: Happiness, Dreams and Emergencies. As we read through each section, I want you to underline supporting facts that the writer gives us as to why each of these reasons is important to save.
 - Read the Happiness section aloud.
 - **Shareback:** Ask for a student to share one fact the writer explaining why happiness is a reason to save. Ask for any other students who read that section to share additional reasons dreams are a reason to save.
 - **Write:** the facts on the board.
 - **Repeat** with the remaining two sections: dreams and emergencies.
 - The list on the board should look like this:

| | | |
|--|---|---|
| <u>Happiness</u> - people who save more are happier - saving money makes you feel good | <u>Dreams</u> - can travel if have savings - retirement | <u>Emergencies</u> - have a cushion - cover unforeseen expenses |
|--|---|---|

- **Debrief:** Why is saving important? Why might it be important to you today? Retirement seems pretty far



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



away at this point. What would you say to convince your client that saving is important?

- **Say:** Saving money isn't great because we have a lot of money. Instead, saving money helps us feel more secure and do more of what we want and need to do and be ready to deal with life's emergencies.
- **Transition:** Today is all about saving our money. We're going to learn more about places to keep our money and decide how much our clients should be saving in order to reach their financial goals.

Activity One: Saving Accounts & Investments (15 Minutes)

- **Teacher's Note:** For this activity you'll want to stop by a bank near the school and pick up pamphlets on basic accounts, primarily savings accounts. Ideally you can also get information on youth accounts and what is required. If possible, this could also be an activity to replace with a guest speaker from the bank on these topics - savings accounts and ways to save.
- **Ask:** Has anyone ever saved their money towards something? Where did you keep it while you were saving up?
 - **Solicit answers.** Ideally you will have some students who have saved before and who potentially kept it in a box at home or in their wallet/purse.
 - **Say:** While it's ok to keep and save money in those places - there are some negatives to them! What might be a bad thing about keeping money in a box or in your wallet?
 - **Solicit answers.** Draw out both that the money could be stolen AND that they will not earn interest that way. Instead, they should save their money in a place where you earn interest. Highlight that this is a point they will want to make to their clients - you always want to save your money at the highest interest rate possible.
- **Ask:** Does anyone here have a checking or savings account with a bank? Raise your hand if you do. (Hopefully you get a few hands, but you may not).
- **Say:** Opening an account might be something you think about doing. Even at your age, you can have your own bank account to save money in. You'll need to have one of your parents or adults in your life



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



co-sign with you to open it until you are 18.

- **Say:** A bank account is the first type of place we put our money to save it. Most people use a checking account to keep their money to spend on a monthly basis and a savings account to keep their emergency fund and savings. A checking account earns very little interest (.01%) and a savings account earns a little interest (1-2%)
 - **Say:** Most of our clients already have savings and checking accounts. This is likely where they put their paychecks they get from work. Most often, paychecks are directly deposited into a checking or savings account.
- **Say:** Let's look at a savings account at this local bank.
 - **Facilitate** a review of the savings account pamphlet answering the following questions
 - What are the benefits? (earning interest, mobile banking, ATMs, free for kids under 18, etc)
 - What are the costs/negatives? (monthly fee after age 18 (maybe), money isn't in your pocket (is this a negative or a positive?), minimum balance required, etc)
 - If you have time and it seems relevant, review both checking and savings accounts with the students. Both are viable places for them to start keeping and saving money now - and they may not be familiar with them.
- **Say:** After you have your emergency fund covered in your savings account, another place people save money is in investments. Companies like Fidelity Investments, where I work, help people invest their money at a higher interest rate than you can get in a savings accounts. Two types of investments that are common are stocks and bonds. These investments have higher interest which means that your money makes you more money. Unfortunately, you often have to agree to not access the money for a certain number of years. This makes investments a better way to save for long term financial goals like buying a house or paying for college or for retirement.
 - You will earn between 5-15% interest rate on investments. On average, that's about 10% so we're going to use 10% for our calculations.
 - **Say:** Most of our clients do not have an investment account! You will likely be advising them to open one to save and invest towards their long term goals.
- **Reveal** the words "Savings Accts" and "Investments," review the definitions and post the words to the Word Wall.
- **Transition:** Now that we know where to save our money - we have to also know how much to save!



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*





Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



Activity Two: How Much to Save (20 Minutes)

- **Teacher's Note:** *If students struggled with using the online tool for calculating compound interest in Week 4, consider modifying the activity or pulling a small group out to reteach.*
- **Say:** Let's practice determining how much a person should save depending on what they want to do with it.
- **Review:** How to use the compound interest calculator online. (See Lesson 4 for an in-depth tutorial. If students really struggled with Activity 2 in Lesson 4, it may be best to replace this activity with a reteach of how to use the online calculator)
 - **Say:** Last week we practiced using this calculator to find out how much a person would save at different interest rates. This week, we're going to look at a person's financial goal and use the calculator to determine how much they need to save each month to save that amount.
 - **Say:** When we help a client determine how much they need to save for how long in order to reach their financial goals, we call that helping them set up an investment strategy. Financial advisors do this for their clients regularly and we're going to practice it today.
 - **Reveal** the word "Investment Strategy" and post it on to the Word Wall.
- **Say:** If a person has a goal that they want to achieve in under 5 years, then they will save their money in a savings account with an interest rate of 1%. If, however, they want to achieve their goal in over 5 years, then they can invest and will have an interest rate of 10%.
 - The first thing you need to do is determine whether the person will use a savings account or will invest their money.
 - **Write:** Investment Strategy 1) Savings Account or Investments?
- **Say:** Let's look at an example.
 - Todd wants to buy a car for 15,000 in 6 years. What would you recommend as his investment strategy?
 - **Say:** First, we need to determine where he should save his money. Should he save it in a savings account or should he invest it? Why? (He should invest it because his goal is for more than 5



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

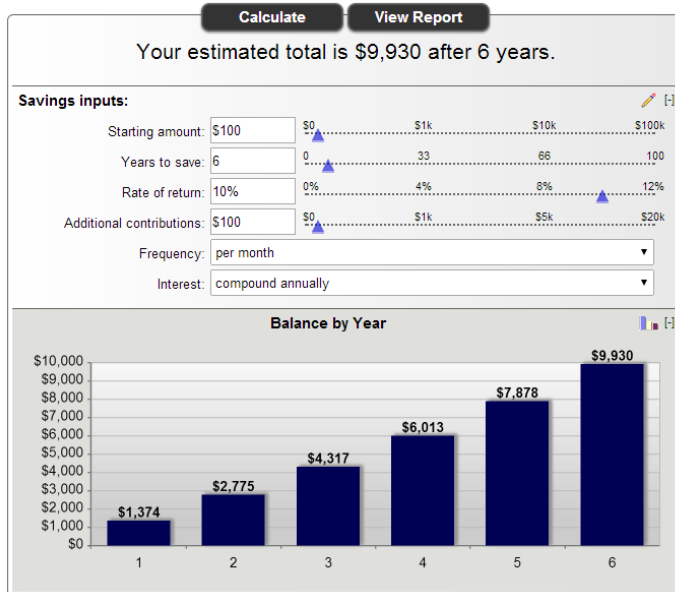
Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



years.) What interest rate will he earn? (He will earn 10% if he uses investments)

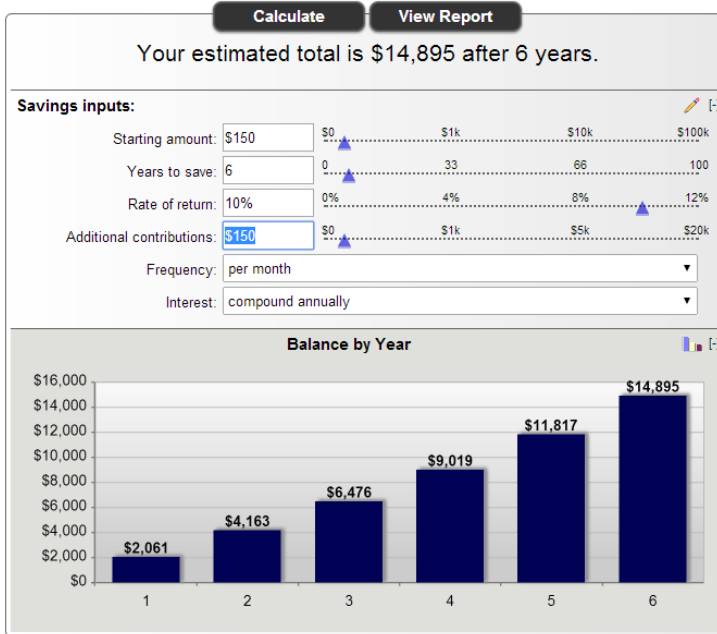
- **Say:** The second thing you need to do is decide how much he'll need to save each month. To do this, we'll use the online calculator.
 - **Write:** Add to your "Investment Strategy" list: 2) Decide how much to save
 - Walk through how you will input the fixed numbers and guess at the monthly additional contribution until you get a savings of over the goal amount.
 - Starting with \$100 a month is a good place to start.
 - **Say:** If Todd saves \$100 a month, will he have saved \$15,000 in 6 years? Let's see.



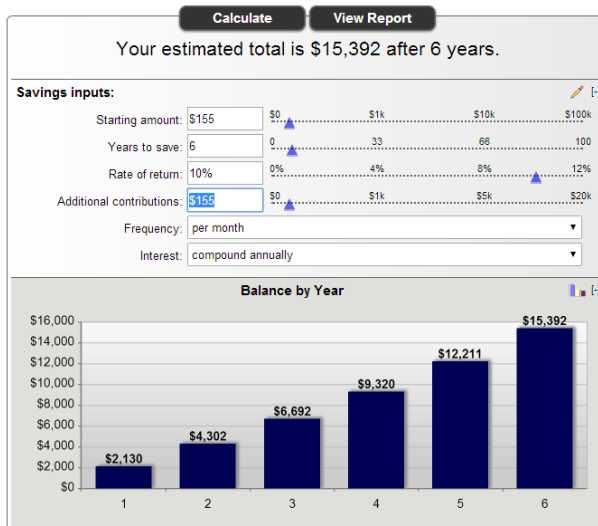
- **Say:** No! He will only have saved \$9,930.
- **Say:** Ok, so what will he need to do to get to \$15,000? Save more!!! How much should we try next? Let's try \$150 a month.



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #6: *Debt and Credit Cards*



- **Say:** Will he have saved enough after 6 years? No! He has only saved \$14,895, but now we're very close to \$15,000, so let's try increasing his savings just a little bit. Let's try \$155 per month.



- **Say:** Has he saved enough now? Yes! He has saved \$15,392 in 6 years by saving and investing \$155 a month



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



- **Repeat** with another example. This time, cue students as to what you should do next to determine how much Lindsey should save each month to meet her goal.
 - Lindsey would like to be able to buy a house in 8 years. She will need \$35,000 for the down payment.
 - **Note:** When you use over 6 years, the graph in the online calculator no longer shows the amount at the top of the bar on the graph. Instead, you can hold your cursor over the graph and it will display the amount or the amount is displayed at the top of the calculator as well.
- **Facilitate:** Divide the students into 6 groups and explain that each group will start at a different station. This is called a carousel activity because the students rotate around the room like a carousel. There are 3 scenarios provided. Each group will only look at 3 scenarios to practice. You will want to have 6 groups so as to have smaller groups.
 - **Handout** one How Much to Save handout to each group.
 - Each station should be set up with a computer/laptop/tablet already at the online calculator and a printed scenario.
 - **Say:** Around the room there are 6 different stations. You will go to 3 of them. Each station that you visit has a different person with a different financial goal. When your group gets to the station, read the scenario and discuss whether they should save their money in a savings account or invest their money. Use the online calculator to decide how much they should save each month to reach their goal. Write your investment strategy for the person on your handout. When the music goes on, put a zero in every box on the online calculator and switch to the next station. You'll have 5 minutes at each station.
 - **Give** students 5 minutes at each station and play the song about money, for example ["Material Girl" by Madonna](#) (she wants a man who will raise her interest according to the lyrics!), when it's time to switch stations.
- Bring the group back together.
- **Shareback:** Go through each scenario and see what each group put (savings account/investment and how much to save monthly).
- **Debrief:**
 - How do you decide how much to save?
 - How do you decide where to keep your savings?



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



Is there a “wrong” place to keep your savings? (Yes - a box in your room)

- **Note:** This may be a good activity in which to mention also that the government insures money that is saved in most banks so that if the bank gets robbed or goes out of business or something happens, you will still have your money. This makes saving money in a bank much safer than saving it somewhere where it could be stolen, lost, or spent without your permission.

Activity Three: Client Coaching (30 Minutes)

- **Teacher’s Note:** You will need a laptop or a computer per WOW! client group for this activity. They can then use the calculator (<http://www.dinkytown.net/java/CompoundSavings.html>) to figure out how long their client will need to save their monthly amount in order to reach their financial goal. If you have enough co-teachers, assign one to each group or one to two groups to assist. If this isn’t possible, plan to alternatively have student groups share a computer. You can also consider using tablets or phones - anything that can access the internet will work. A trip to the computer lab is not advised as much time will be wasted in transition and in setting expectations for the lab. If no computers are available, you can print out the calculations and graphs beforehand.
- **Teacher’s Note:** After this activity, each WOW! Client Team will have selected an investment strategy for their client. Between this lesson and Week 6 be sure to print the graph from dinkytown.net for their client profile folders using the amount saved per month that matches what the students have selected for the appropriate place for their client to save/invest their money (savings account= 1%, investments= 10%). If the students completed the extension - to show how much faster they could save the goal amount if they saved an additional \$50/month, print this graph as well.
- **Teacher’s Note:** Student practice using visuals (graphs) several times throughout the curriculum in preparation for their WOW! Connect back to previous times in this apprenticeship when you have demonstrated using visuals to make your point clearer as well as times when they have in roleplaying meeting with their clients.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



- **Transition** into WOW! client groups. This may involve rearranging the room or the student groupings. Follow the same procedure for this transition weekly.
- **Handout** client folders that include all of the previous week's work. Be sure to have placed the client profile pages on top.
- **Say:** Two weeks ago we looked at our client's actual expenses and compared them to what we had recommended for them to budget for those categories. This week, we're going to look at their financial goal and determine an investment strategy for them to reach it. We will determine if they should save in a savings account or if they should invest it and we will determine the amount they need to save to reach this goal.
 - For example, if Joe wants to buy a house in 6 years and he needs \$24,000 for the down payment on the house. We will go through the same process we just did to determine that he will need to save approximately \$250 a month.
 - **Model** your thought process as a review.
- **Say:** After you have determined an investment strategy for your client, look at how much you are currently recommending that your client save a month in the Recommended Budget. Does the budget allow the client to save the amount that they need?
 - **Note:** The client scenarios have been built so that the answer to this question is yes for all groups. It is, however, important to reinforce that this check is important to helping the client actually be able to save the amount of money necessary to reach his/her goals. If you have a group of students that is particularly advanced, you can modify the numbers of their client such that they will need to find room in the budget for additional savings to meet the financial goal.
 - **Extension:** for WOW! client teams that need an additional challenge, ask them to consider how they could help their clients reach their goal faster. Ask them to figure out how much faster the client could achieve his/her goal if he/she saved an extra \$50 a month. Plan to include this graph and this extension for their WOW! presentations.
- **Give** students 5-10 minutes to discuss and work. Rotate around the room and help groups that get stuck or need assistance using the calculators.
- Bring the group back together. **Say:** This is great, guys. As I walk around the room, I hear groups talking about how much their client needs to save in order to reach his/her goals. Two weeks ago we talked about



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



making arguments that are persuasive to get our clients to do what we wanted them to do and last week we reviewed our best body language for presentations. Now we're talking about how to get them to really prioritize saving to achieve their financial goals. We've talked about using facts to support our recommendations and another way that we can convince our clients to follow our suggestions is to share information with them using visuals. These graphs that are given by the calculator on dinkytown.net are awesome visuals to share!

- **Say:** Let's brainstorm. How can we use these graphs to show our clients what they need to save to achieve their goals?
 - **Facilitate brainstorm.** Sample responses:
 - Show the graph of what they need to save and for how long. Show the interest rate that is expected and show what they will have after the amount of time passes.
 - Optional extension: Show how much more they will save over time if they save a little more.
 - Point to the graph on the screen or on a print out as they explain what they'd need to spend more on.
 - **Say:** First I'm going to model what this explanation would look like without a visual
 - **Model:** Walk through a sample presentation without a visual. Tell the client how much they need to save and tell them that this is how they will reach their financial goal.
 - **Say:** Now, let's try it with the visual!
 - **Model:** Walk through the sample presentation and model how you would use the graph to convince a client to save and invest towards their financial goal. Build the client's understanding of how saving this amount will help them reach their financial goal. Give examples, point out numbers, and demonstrate good presentation skills.
 - **Ask:** Why was it more effective to use a visual?
 - Draw out that it was easier to understand what you were talking about and how it would result in meeting the goal because the visual laid it out clearly.
 - Highlight that this is why we use visuals in presentations - they help us make our presentations clearer and thus more effective.
- **Facilitate practice:** In your WOW teams, let's practice convincing our clients to use our recommendations and practice using these graphs to explain how they will reach their financial goals. We will practice



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



presenting as we will in the WOW! - as though we are speaking to a crowd. In order to do this, let's pair two WOW! client teams together (ideally with a teacher if you have enough co-teachers). Each group will take a turn presenting their recommendations.

- During this meeting, I want you to reference the graphs and calculations. For the WOW! we can print these out and have them available for you to hand out, but for today we're just going to use our computers.
- Give one WOW! client team ~5 minutes to present. Then switch and have the second WOW! client team present. While students are presenting, the other WOW! client team should be observing and preparing to share feedback.
- Rotate around the room, listening in on different client meetings. Give tips on supporting their suggestions with evidence.
- **Debrief:** Will our client's be able to meet their financial goals? Are there are other visuals that will help you show how much the client will earn if they invest as you recommend?
- **Debrief:** What was different about the way we did the practicing today versus the first few weeks of the apprenticeship when we would role play while sitting down? What's different about standing and presenting than sitting and meeting with a client? Which do you think would be more effective when meeting with a client? Why?
 - Note: There aren't really "right" answers to these questions. Some students might feel more comfortable speaking to an audience, others when sitting and speaking more 1 on 1. There are, however, differences in how loud you need to speak, how you reference visuals, and where you look/how you position yourself. Reference these differences as things we'll continue to work on as we get ready for our WOW!
- **Transition:** Wonderful! We're well on our way to being ready for our WOW and to advise our clients.

Assessment
Exit Ticket
(5 Minutes)



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



- **Teacher's Note:** *If you are playing music for your exit ticket time that the winning students have selected in the Hook, be sure to have it cued up prior to the Exit Ticket. Encourage students to nominate songs for the winners to choose between for next week by writing them on the back of their exit tickets.*
- **Say:** Good class today! Now that we have finalized our investment strategies for our WOW! clients, we are closer to being ready for our WOW and to creating our financial plans for our clients. Next week we'll learn more about interest and how it can work against us when we have debt or misuse credit cards! Before we wrap up this week though I want to quickly make sure you all remember everything we learned today. Take this exit slip and fill it out silently and individually.
- **Distribute** the exit ticket.
- **Monitor** student work.
- **Collect** the exit ticket as students finish.

Exit Ticket Questions:

1. Circle the best two places to save your money. Hint: They are the best because the money is safe and earns interest! (savings account, investments)
2. How much does your client need to save to reach his/her financial goal? How do you know? (answers will vary: x amount because if they save that amount for x years, then they will have enough money to achieve their goal)
3. Why would you use a visual in a presentation? (You would use a visual in a presentation to make your point clearer and more persuasive)



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #6: *Debt and Credit Cards*



Exit Ticket: Lesson #5

Name: _____

1) Circle the best three places to keep your money. Hint: They are the best because the money is safe and earns interest!

In Your Wallet

Savings Account at a Bank

In a Box at Home

Investments

Bury \$ in the Yard

In Your Locker

2) How much does your client need to save to reach his/her financial goal? How do you know?

3) Why would you use a visual in a presentation?



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*

CITIZEN
SCHOOLS

Article for Intro to New Material - <http://wallstcheatsheet.com/personal-finance/retirement/3-reasons-why-you-should-save-more-money.html/?a=viewall>

3 Reasons Why You Should Save More Money

ERIC MCWHINNIE [GOOGLE+](#) [TWITTER](#) | [MORE ARTICLES](#)

FEBRUARY 28, 2014



Americans are not known for their prudent saving habits. Several factors such as stagnant wages, rising expenses, and a general lack of financial knowledge keep many people from building a significant nest egg for the long-term. However, there are plenty of reasons to get motivated and find a way to save more money. We are currently in the middle of America Saves Week, which is an annual opportunity for organizations to promote good savings behavior and a chance for people to evaluate their personal finances. It started in 2007 and is coordinated by America Saves and American Savings Education Council. The latest survey from the two firms revealed only about one-third of Americans feel prepared for their long-term financial future, while nearly two-thirds feel they were making only “fair” or “no” progress in meeting their savings needs.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



“Savings isn’t something you do once a year, or one week out of the year. However, America Saves Week gives us all a chance for a renewed focus not only on why it’s important to save, or to establish goals for saving, but the role that savings plays in helping us achieve our individual needs and goals,” said Nevin Adams, Director of the American Savings Education Council, in a press release. “America Saves Week is a great time to revisit or establish those goals — and to start saving, or start saving more.” Let’s look at three important reasons why Americans should save more money.

1. Happiness

A recent survey from Ally Bank found that saving money is one of the best habits people can take to increase happiness. Among those polled with savings accounts, 38 percent of people said they felt extremely or very happy. In comparison, only 29 percent of those without savings accounts felt the same way. Overall, 84 percent of people said saving money makes them feel good — ahead of eating healthy at 74 percent and enjoying work at 68 percent.

The more you save, the more likely you are to be happy. Of those who said they felt extremely or very happy, 34 percent had less than \$20,000 in savings, while 42 percent had \$20,000 to \$100,000 in savings.

Furthermore, 57 percent who felt happy had \$100,000 or more in savings. “The connection between the size of your savings account and your level of happiness may seem obvious. But here’s something that may surprise you: saving money actually affects happiness more than how much you earn, according to our survey,” explained Ally Bank.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



2. Dreams

If your dream retirement includes getting out and seeing the world, you're not alone. Americans want to travel and seize the benefits of getting away from it all during their golden years, but most are not saving enough to make these goals a reality.

Travel ranks as one of the top two goals for retirement, coming in second only to spending time with family and friends. In fact, 59 percent of Americans dream of traveling during retirement, and 69 percent say travel is an important goal worth saving toward, according to the [Transamerica Center for Retirement Studies](#) and the Global Coalition on Aging. At the same time, only 15 percent place a high priority on retirement travel, while just 12 percent have given "a lot" of attention to saving for it.

Start saving now to avoid regrets later in life. "Retirees were asked how they would have prepared differently for travel in their retirement. Of those with regrets, more than half wish they would have saved more," said [Catherine Collinson](#), president of the [Transamerica Center for Retirement Studies](#), in a press release. "People of all ages need to plan and save to make their retirement dreams of traveling a reality."



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



3. Emergencies

In case you didn't notice, life is full of surprises. If you don't have a savings cushion, these surprises can quickly turn into emergencies that lead to additional debt and a vicious cycle of never getting ahead.

The number of people who do not have a personal financial safety net hasn't improved in recent years. In fact, 44 percent of American households have less than three months worth of savings, and are unable to cover an unforeseen expense without going deeper into debt, according to the Corporation for Enterprise Development. Making matters worse, the 56 percent of [consumers](#) who have subprime credit scores may turn to a predatory loan to cover a financial emergency — prolonging financial insecurity.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*

**CITIZEN
SCHOOLS**

Stations for Activity 2

Station 1:

Nancy is 30 years old. She would really like to retire when she's 65 with at least 1,000,000 saved up.

- Should she use a savings account or investments?
- How long will she be saving for?
- How much should she save each month?

Station 2:

David wants to buy a car when he graduates from college. He's a sophomore in high school now so he has 6 years to save up.

- What is a good investment strategy for him?



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



Station 3:

Lindsey loves to go hiking every weekend and hopes to climb the tallest mountain in the world - Mount Everest - in 4 years. She estimates that she will need \$8000 to pay for this trip.

a) What is a good investment strategy for her?

Activity 2

At each station, answer the questions and determine the best investment strategy for the person in the scenario. Discuss with your group and write your answer in the appropriate box.

Station 1

Station 2



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*

CITIZEN
SCHOOLS

Station 3

Word Wall Lesson 5:

Savings Account

A type of account that you can keep your money in at a bank.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



You can access the money in this account anytime you want.

Investments

A type of account that you can keep your money in that you have to agree not to access for a certain amount of time. You earn higher interest rates in investments.

Investment Strategy

A recommendation from a financial advisor of how to save and invest money to reach a financial goal



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Lesson #6: *Debt and Credit Cards*



Essential Question

Which of the several universal or debatable questions for this unit will students consider in this lesson?

- What is the relationship between financial planning and happiness?
- How do I know if it's a good idea or a bad idea to buy something?

Lesson Overview

Unfortunately, interest isn't just the magic money maker! When it comes to being in debt, interest will cost many people a lot more money than they expected. Students will explore the downsides of interest by learning about different types of debt, the importance of a good credit score and the hidden costs of credit cards. Students will learn the different ways that we now use a credit card to make purchases - pay pal, our phones, online, etc. WOW! preparation will continue as students factor in their client's debts to their overall budgets and financial plans.

Lesson Objectives

Standard #1: Citizen Schools students will make an effective oral presentation.

Lesson Objectives:

- **Use** effective body language and gestures to support use of visual aids in presentations to clients

Standard #2: Citizen Schools students will develop a personal financial plan.

Lesson Objectives:

- **Give** your client 3 reasons why eliminating their credit card debt supports their financial goals
- **Match** three kinds of debt to average interest rates

Lesson Agenda

| | |
|------------|---|
| 10 Minutes | Hook: Lightning Round Review |
| 15 Minutes | Introduction to New Material: Types of Debt |
| 15 Minutes | Activity 1: How Much Do I Owe? |
| 20 Minutes | Activity 2: The Cost of Credit Cards |



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



| | |
|------------|-----------------------------|
| 25 Minutes | Activity 3: Client Coaching |
| 5 Minutes | Assessment |

Lesson Preparation

- Preparation points:

- Review the Communication Rubric. Evaluate each student before and during this lesson as to what they have mastered and what they still have to master in oral presentation. Consider how to catch students up that still need to work on oral presentation skills that have already been taught and mastered by most of the students.
- Have space for students to sit at desks or at tables, but also have open space for the Lightning Round Review game at the beginning, and the oral presentation practice in Activity 2.
- Using the song nominations from the exit tickets from Week 5, select 3 finalists for the winning team from the Lightning Round Review to pick from to be played during the exit ticket.
- Blowup or turn visual into a slide for Activity 2
- Print this week's words to add to the Word Wall.
- Prepare handouts

- Co-teaching plan:

- In the Hook, consider having a teacher lead each team in competition for the Lightning Round Review.
- If you have students that will need a little more support using the manipulatives in Activity 1, plan to have a co-teacher teach a small group separately.
- Activity 2 is best facilitated in parallel teaching with two teachers teaching the same lesson simultaneously to half of the class. This will allow for smaller presentation groups and will give each student more presentation practice time.
- If you have multiple teachers, assign one to each WOW! Client Group (or one to two groups) to support throughout the apprenticeship. This will help keep groups on task, resolve misunderstandings quickly, and prepare high quality WOW! presentations.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



Materials

- Chart paper or whiteboard
- Markers - for paper and/or whiteboard
- Starburst or blocks
- How Much Do I Owe? Handout for Activity 1 - one per student
- Dylan visual for Activity 2
- Visual and scenarios - one per group for Activity 2
- Index cards
- Client Folders - one per WOW! Client Team
 - Client Profile Page
 - Client Recommended Budget
 - Client Expense Sheets
 - Investment Strategy Sheet
- Investment Strategy Graphs - print offline after Lesson 5 - this will be added to the Client Folders
- Client Debt Sheets - one per WOW! Client Team - this will be added to the Client Folders after Lesson 6 (located in the Client Profiles doc)
- Final Client Recommended Budget Sheets - one per WOW! Client Team - this will be added to the Client Folders after Lesson 6 (located in the Client Profiles doc)
- Exit Tickets - one per student
- Word Wall: board and new words to add to the wall
- Computer, speakers or something to play music

Hook: Lightning Round Review

(10 Minutes)

- **Teacher's Note:** *If you have multiple teachers, assign each teacher to a different group and have the teachers lead the excitement of the competition for their group. Decide ahead of time how you want to divide your students into groups. Perhaps it makes sense to just divide them in half as is described in this hook. Perhaps, however, they are already sitting at 4 different tables or you have multiple teachers and so more groups would be easy and beneficial. Use your discretion but keep it quick and simple.*



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



- **Welcome** students back for the sixth week. If possible, greet students at the door as they come in. Shake their hand and ask them how their day is going. Model the professionalism you want to see during your apprenticeship and praise students who are demonstrating this professionalism via strong handshakes and good eye contact.
- **Facilitate:** Let's get started with our Lightning Round Review! We'll play again as students vs. students! Here's how it's going to work:
 - **Explain the differences:**
 - Each team of students will stand in a line and send forward one student at a time. The teacher will greet each student by name and ask them a review question (see sample questions below). The first student to raise his/her hand will answer and if correct, earn a point for their team. If incorrect, then the other student will have the opportunity to answer and if correct, earn a point for their team.
 - Then the next pair of students will come forward and repeat the questioning process.
 - The game should continue until all students have answered a question and/or all review topics have been covered.
 - The "team" with the most points at the end wins.
 - What do they win? The winning team wins the right to select the song to be played during the exit ticket. Share the top three nominated songs (selected from the student's nominations on the exit ticket from the previous week)
 - Sample review questions
 - What are we doing for our WOW!?
 - How can you use money to make money?
 - What is interest? (Word Wall connection)
 - What are the two most common types of accounts that you can have at a bank? (checking accounts and savings accounts)
 - What is a savings account? (Word Wall connection)
 - What are investments? (Word Wall connection)
 - What should you do with your money if you want to save it up for more than 5 years and would like a higher interest rate? (invest it!)



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



- If John is 25 and wants to save 2 million dollars for retirement, should he put it in a savings account or invest it? (vary the numbers and ask multiple times)
- What is a reason you should save money?
- What is an investment strategy? (A recommendation from a financial advisor of how to save and invest money to reach a financial goal) (Word Wall connection)
- What is your client's financial goal?
- Will your client be able to reach his/her financial goal?
- What does it mean to be financially responsible? (Word Wall connection)
- How can using a visual in a presentation help to make your point clearer?
- Show me an example of good volume and clear speaking in a professional presentation.
- Show me an example of bad use of your voice in a professional presentation.
- **Note:** Keep the game moving quickly and keep the spirit lighthearted. This is supposed to be fun AND a meaningful review. If a student doesn't remember, take the opportunity to remind everyone - chances are the students will have a hard time remembering much of it since the class was a week ago. Remember, they've been in a LOT of other classes in between your last and this class. Give hints, draw out answers, and review where necessary, but don't single out students that don't immediately recall. Use the game as an opportunity to build investment and understanding.

- **Transition:** We've spent the last two weeks learning about how interest can work for us, how interest can mean we earn more money. Today, we're going to learn more about how when you borrow money and go into debt, interest means that you have to pay more money.

Introduction to New Material:

Types of Debt

(15 Minutes)

- **Teacher's Note:** This lesson uses interest rates that are typical at the time of writing (Summer 2014). Modify the interest rates based on what is typical when you are teaching this lesson. Additionally, the example provides an illustration for an average house costing \$200,000. Modify this amount based on



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



what is typical for the area in which you teach.

- **Say:** Think back to two weeks ago when we initially started talking about interest - what happens when we go into debt? Do we earn interest or pay interest? (Pay it!) That's right; it's the opposite of saving. When we save (or invest), we earn interest. When we borrow money or go into debt, we have to pay interest.
- **Say:** When you save, you might earn up to 10% interest! When you go into DEBT, you have to pay interest. The interest rate varies based on what type of debt it is - it depends on how you borrow the money.
- **Ask:** what are ways that you can think of to borrow money? Another way to ask this is to ask: how can you buy something when you don't actually have the money for it?
 - **Solicit answers:** students may give answers about when they borrow money from a friend for a treat at school or something small like that. This is a great place to start. Ask follow up questions about when adults borrow money - try to get to when people use credit cards, take out loans for college, or to buy a house or car. They may also list buying a tv when you only have to pay so much now or putting something on layaway.
 - **Write** these on the board.
 - **Note:** It's possible that someone brings up food stamps or other forms of government assistance that allow you to purchase things without paying money for them. This is good and will give you the opportunity to note that these are ways that the government helps families and people cover their needs when they can't afford to otherwise. These are not loans or debts that need to be repaid but rather are paid for by other people by paying taxes. Avoid saying anything that might single out that particular student or suggest that people who require government assistance are poor, bad or financially irresponsible.
- **Say:** We're going to talk about 3 types of debt today that you and your clients will likely run into most.
 - Credit Cards - If you pay a credit card off in one month, then it is not debt. If, however, you make a purchase and then just pay the minimum amount required - or anything less than the full amount - then you have credit card debt.
 - Students will likely know that a credit card is a rectangular piece of plastic that you use to buy things. What they may not know is that it is like an instant loan with a bank. The bank gives you the card and you can use it to make purchases that you'll pay back with interest to the bank.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



- Students may also not realize that the credit card is really the numbers and any time they use the numbers to make a purchase - online, on their phone, or via pay pal - then they are adding purchases to that credit card. If you have time, brainstorm or share a list of ways you can use a credit card to make a purchase (websites, phone barcodes, pay pal or other pay sites, swiping the credit card, holding the credit card, etc)

- House/Car Loans - you might take out a loan to buy a car or buy a house. If you buy a house it is called a mortgage. These are sometimes a good idea and sometimes not. You should only take out a loan that you can pay at least the minimum amount every month.
- Student Loans - If you go to college and can't pay the full tuition, which is very common, then you can take out a student loan to pay for school. These often have lower interest rates and you don't have to start paying them back until after you graduate or stop going to school.

- **Write:** on the board

- Credit cards - high interest
- House/Car loans - medium/low interest
- Student Loans - low interest
- **Reveal** the words and definitions. Post them on the Word Wall.

- **Explain** to students that many people have a few types of debt that are generally considered to be acceptable. These are the second two types of loans we talked about: House/Car loans and Student loans.

- **Connect** to the WOW! clients. **Ask:** Think about our clients. Have you seen anything on their budgets or expenses about one of these kinds of loans?
- **Solicit answers:** Note that many of the clients have loans from school that they are paying off. This was important to factor into their budget because they have to pay that amount monthly.

- **Say:** Now there are some people who believe that the only way to buy anything is to save up and buy it with good old cash—and that's a good policy. But there are times, when used wisely, debt can help you accomplish your goals. But if you are not careful, debt can get you into big trouble.

- **Explain:** If you want to buy an average house that will cost about \$200,000 (modify this number for your area). It will take anyone with a normal job a very long time to save up this full amount! However, you can save up a down payment much quicker - typically 20% - and then take out a loan for the rest. The reason this is a good idea is because you already have to pay for somewhere to live anyway. If you can get a mortgage - a house loan - for a similar amount to what you pay in rent, then your monthly payment will



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



be going towards your full ownership of your home. You NEED housing, so a loan at a reasonable rate (3-5% right now - *modify as appropriate*) is a good idea.

- **Write:** add "3-5% interest" next to "House/Car loans"

- **Explain:** A Student Loan is a good idea for similar reasons to the House/Car Loans. You NEED education and you'll immediately be able to earn more if you have a college degree. Therefore, if you can get a good interest rate and some scholarships, it makes sense to go into debt by taking out a student loan. Right now a student loan will cost about 4% interest.

- **Check for understanding:** In this case, when I say a "good interest rate" what do I mean? Do we want a high interest rate or a low interest rate? Why?

- Answer: (Low, because we have to pay this interest - review again)

- **Write:** add "4% interest" next to "Student Loans." Label both House/Car Loans and Student Loans "good debt."

- **Say:** Now let's talk some more about credit cards... Credit cards seem like a great idea because you can buy something now but pay for it a little at a time over time. BUT you have to pay interest on the money that you're borrowing from the company to buy whatever you want to buy. If you buy something with a credit card and you don't pay it all off in one month, then the average credit card company will charge you 15% interest!

- **Note:** Credit cards are not inherently bad, but paying off the balance each month is crucial. Be sure to explain this point as needed.

- **Write:** add "15-25% interest" next to "Credit Cards." Label "bad debt."

- **Say:** Let's look at an example.

- **Note:** Be sure to write the example and all the calculations on the board. Many students are visual learners and need to see what you're teaching in order to be able to process it effectively.

- If I am going to borrow \$1000 from each of these loans, how much am I going to have to pay back? (**Write** the calculations on the board and **Model** your thinking aloud as you work through them)

- Credit Card

- interest = $\$1000 \times .15 = \150 , so we'd have to pay the base \$1000 back plus an extra \$150. We would need to pay back \$1150.

- House/Car Loan



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



interest = $\$1000 \times .05 = \50 so we'd have to pay the base \$1000 back plus an extra \$50. We would need to pay back \$1050. That's \$100 cheaper! I could buy something else that I WANT (like a new phone or clothes or a concert ticket) with that savings.

- Student Loan

interest = $\$1000 \times .04 = \40 so we'd have to pay the base \$1000 back plus an extra \$40. We would need to pay back \$1040.

- **Transition:** Now that we've learned about different types of debt, let's talk more about credit cards specifically.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



Activity One: How Much Do I Owe? (15 Minutes)

- **Teacher's Note:** *This activity involves using manipulatives to give students a hands-on experience for how debt grows. It is written to use Starbursts as a fun and rewarding manipulative. If your campus has a policy against using candy or if you don't think using candy is a good idea for your students, plan ahead to use math manipulatives or blocks.*
- **Teacher's Note:** *You may want to teach this activity in a small group to students who have struggled with the concepts of interest in Lessons 4 & 5 or who have been absent.*
- **Teacher's Note:** *Students should be sitting in groups of 3-4. This will help them visualize how much money the bank makes by making loans to a lot of people. It is recommended that you pre-plan your groups so that you can put the appropriate amount of starburst to each "The Bank" bowl beforehand.*
- **Say:** Today we're learning all about debt, so let's conduct a real example. We're going to use Starburst as our manipulative - as our money - in this example.
 - **Set expectations** around using the starburst. For example, no one eats any until the end of the lesson, no unwrapping the starburst, no trading starburst, etc. Emphasize that no student should touch the starburst in the bank unless instructed by you.
- **Handout** the How Much Do I Owe handout to each student and give each table or group of students a large bowl that is labeled "The Bank." **Give** each student 10 starburst to start. Put 5 starburst in "The Bank" bowl for each student in the group. Assign one student per group to be the banker in addition to a borrower.
- **Say:** Alright, let's get started. Each of you has 12 starburst. For whatever reason, you want to borrow 5 starburst from the bank. You go to the bank and ask for a loan of 5 starburst. The bank agrees to loan you 5 starburst AND they offer to let you not start paying it back for 2 months! How nice of them! Unfortunately, they are going to charge you interest. They are going to charge you 1 starburst per month until you've paid back the full loan. After the first free 2 months pass, then you have to pay back 2 starburst per month. We accept the terms and leave the bank with our 5 extra starburst.
 - Have the banker give each student at the table their loan of 5 starburst. The Bank bowl should now



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



be empty.

- **Say:** Let's do this together. Let's start with Month 1. How much of the loan do we have? That's right - just the base 5 starburst. How much do we pay this month? 0 starburst in month 1 and 2. Do we owe more interest? Yes, 1 starburst. So how much do we owe now for the next month? 6 starburst.
 - **Model** your thinking as you go through month 1. Continue with Month 2 but solicit more input from the students.
- **Say:** Ok, now we're up to Month 3. We already owe 7 starburst total! Now we have to start paying it back. How much do we pay back in Month 3? 2 starburst. Ok, so bankers, collect 2 starburst from every student in your group. Put them in "The Bank" bowl.
 - Each student should put two starburst in "The Bank" bowl.
- **Say:** We've made our first payment! We're on our way to getting rid of this debt. Unfortunately we're still earning interest.
 - **Write** +1 in the next 'interest' box.
 - **Say:** So this month, how much do we owe on the loan in Month 4? We started with owing 7 starburst, but then we paid 2 and had another +1 of interest. That means $7-2+1 = 6$ starburst.
 - **Continue** to model and work through each month. Solicit increasing student input. With each payment, students should put 2 of their starburst in the bowl.
 - The loan will be fully paid off in Month 9 and students will have 3 starburst remaining.
- **Say:** Wow, we only have 3 starburst remaining. Where did all our starburst go?
 - **Solicit answers.** To the bank!
- **Say:** Looks like the bank made a lot of money off our loan
 - **Say:** Let's calculate how much we ended up spending for our 5 starburst. How much did we start with including our loan? (17) How much do we have left now? (3) Let's subtract $17-3=14$! We paid back 14 starburst. Now, it's only fair that we paid back what we borrowed (5 starburst). Therefore, let's subtract that out to find out how many extra starburst we paid in interest. $14-5=9$! We paid 9 extra starburst in order to get that 5 extra starburst.
- **Debrief:** Discuss with students.
 - What surprised you in this activity?
 - Why did you agree to pay 9 starburst for 5 starburst? (Highlight that people often agree to terms and conditions that they don't really understand. You knew what the terms were - you just didn't



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



realize that it was going to be so expensive for you.)

- Was it worth it to pay 9 extra starburst to get 5 earlier? (probably not)
- When might it be worth it? (Highlight that it might be worth it if you really really really needed the starburst. When we're talking about starburst - it's not worth it, but if we're talking about a car to get to your job or an education to be able to get a good paying job, then it might make sense. Plus, loans like that will have much better interest rates! Connect back to Needs vs Wants. When it's something you really need, then it's maybe worth it. When it's something you want, then it's probably not worth it.)

- **Extensions:** If you have time and your students would benefit from the extra challenge, consider redoing this activity but have one group pay an extra starburst each month, one group start paying 2 starburst per month on the first month, and one group have a lower interest rate (1 starburst every 2 months or .5 starburst per month).

- **Debrief:** Look at each scenario - how did the change impact the cost? What is better for you, the borrower?

- Highlight: pay early, pay more than the minimum, find the lowest possible interest rate

- **Transition:** The interest rate in this activity was 20%. That's really high, but unfortunately, it's not higher than many credit cards. When you're getting a loan for a house or for school, you will get a much lower (and thus better) interest rate, but with credit cards, you'll always pay 15-25% interest. Let's take a closer look on why this can be very bad for us financially.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



Activity Two: The Cost of Credit Cards (20 Minutes)

- **Teacher's Note:** *If you have co-teachers, it is recommended that you split your class in half and conduct this with parallel teaching where each teacher teaches the same activity to half the class at the same time. This will allow for smaller presentation groups and will give each student more presentation practice time. Although this activity isn't specifically WOW! based, it provides authentic and valuable presentation practice time that will benefit students greatly in the WOW!*
- **Teacher's Note:** *While it would be easy to expound on the dangers and negatives of credit cards for 20 minutes alone, it is important to keep this portion brief during this activity. Review the key points, but get quickly to the modeling and meat of the activity. Plan to spend about 3-5 minutes on the Reasons to Be Careful, 3-5 minutes modeling, and the remaining 10-12 minutes in the student activity.*
- **Teacher's Note:** *In some ways this conversation dovetails nicely with a continued discussion of the difference between needs and wants. Credit cards, in general, shouldn't be used to finance debt. However, be sensitive to students' financial situations as you discuss avoiding credit card debt as it is possible that some families are using credit cards to pay for basic needs. If necessary, review alternative ways to pay for basic needs and offer to be a resource one on one outside of class.*
- **Say:** Going into debt can be very expensive and be a big burden for a person to pay for. Credit cards are the most expensive type of debt. Can someone remind me what a credit card is?
 - Connect back to the Introduction to New Material and the Word Wall.
- **Say:** The last activity could have been a credit card - you could have bought your 5 starburst with a credit card and then been paying it back over 9 months and could have ended up paying an extra 9 starburst for it. Credit cards can be expensive in other ways too. For example, it might cost \$100 a year to have the credit card. Or if you pay late, you have to pay an additional \$30 late fee. These fees add up!
 - **Say:** Credit card companies try to make you think that it won't be that expensive by offering cash back, a discount at a store, or by having no fees for the first year. Unfortunately, they are offering you a credit card because they want to make money - not to help you out. Remember how full "The Bank" bowl was of starburst at the end of Activity 1? Was that bank helping you out? No, they



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



were taking advantage of you. Offers for credit cards are everywhere and typically if it's easy to get the credit card, then it is a bad deal for you financially - it will cost you a lot of money.

- **Write:** Reasons To Be Careful With Credit Cards

- They can be expensive (high interest rates, fees)

- **Say:** The second reason credit cards can be dangerous is that it's too easy to use them! You get a credit card and you use it to buy a coat for winter (\$80). Then you stop at the mall and see a sale at your favorite store that you can't pass up (\$65)! One night you are hungry so you order pizza (\$20). You buy 2 new CDs (\$29). Everything adds up and is a much bigger total balance than any individual purchase. If you can't pay it off at the end of the month, you'll be in debt and paying extra in interest for each of these purchases.

- **Write:** the numbers on the board and model adding them up. $\$80 + \$65 + \$20 + \$29 = \$194$

- **Add to the list: Write:** Reasons To Be Careful With Credit Cards

- They can be expensive (high interest rates, fees)

- It's too easy to use and overspend (a few purchases made and you've bought more than you can pay)

- **Say:** There's one final reason you should be very careful with debt and credit cards. Every person who has any debt (credit cards, or other types of debt which we'll learn about next) has a **credit score**. This is based on whether or not you, as a borrower, pay back money early and on time. This is called your **credit history**. This record is sort of like your school records. Just like having a record of good grades can mean you get into any college you want with a full scholarship, having a good credit history means you can get a loan for a lower interest rate.

- This concept may have been previewed in Lesson 4, Activity 3. If so, connect back to that activity.

- **Say:** You get a good credit score if you pay off your debt each month. You have a bad credit score if you pay late, don't pay, or only pay part of what you owe. If you have a good credit score, you get better interest rates and you will have an easier time getting loans for things like school or to buy a car. If you have a bad credit score, you'll have to pay more interest (with higher interest rates) and you might not be able to get a loan you need. It's very important to protect your credit score by always paying your debts each month.

- **Say:** If you don't pay a credit card, then your credit score will go down. The same thing happens with other kinds of debt. If you buy a house or a car that you can't pay the monthly amount, then your credit score will also go down. It is always important to only buy with debt things that you



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



really NEED and that you can pay the monthly amount.

○ **Add to the List: Write:** Reasons To Be Careful With Credit Cards

- They can be expensive (high interest rates, fees)
- It's too easy to use and overspend (a few purchases made and you've bought more than you can pay)
- Can ruin your credit score if you don't pay on time

● **Reveal:** the word and definition for "Credit Score" for the Word Wall. Post it on the wall.

● **Say:** We've talked almost entirely about credit cards in this activity, but all of the points are true for all types of debt - Borrowing money is more expensive than saving up and paying cash because you have to pay interest. It can be easy to borrow too much money and then not be able to pay it back. And any type of debt not paid can ruin your credit score and make it harder and more expensive for you to borrow money.

● **Transition:** Now that we have this information, we need to share it with others! We'll practice presenting it today using a visual - a graph - to explain why using a credit card is not a good idea.

● **Say:** Before we dive into the visual, let's review some presentation skills. Last week we started practicing using visuals to give presentations and help us clarify our points. When we use a visual, body language and gestures matter.

○ **Write** on a piece of chart paper: How to Use a Visual. Underneath it, list the following points and discuss each.

- Stand facing the audience
- Point at key pieces of the visual as you talk about it
- Don't read off the visual (your audience can read for themselves!)

● **Say:** I'm going to model using these skills as we talk through this example. We'll discuss and then you'll have the chance to practice as well.

● **Model:** using the following visual to walk through an example of someone who wants to buy a tv but can't afford it. Use the good skills in referring to the visual that you just taught: don't just read off the visual, point to key parts as you talk about them, keep facing your audience even as you refer to a visual that may be behind you, etc.



Core Apprenticeship Library

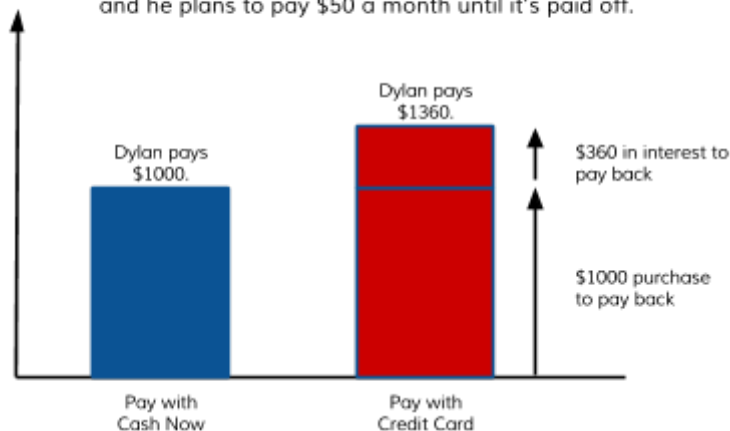
Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



Dylan received a new Playstation as a high school graduation gift! He decides that he really wants to get his own flat screen TV for his bedroom to use with his new Playstation. Unfortunately, he doesn't have any money now and the TV he wants costs \$1,000. Since Dylan has a summer job where he will earn money this summer, he decides to charge the cost of the TV (\$1000) using his new credit card. The credit card charges 18% interest and he plans to pay \$50 a month until it's paid off.



- **Say:** This is why I want you to be careful with credit cards and always pay them off every month! The balance will grow so quickly and then you'll end up paying way more for an item than you thought you were going to.
- **Review:** Now, let's stop to talk about presentation skills for a second. What skill did I just model for you? (referencing a visual) How did I do each of the skills we listed?
- **Say:** Ok, I'm going to repeat my explanation. This time, I want you to correct me. When you see something that I can be doing better, raise your hand. I will then call on you to give me some constructive feedback on how to improve my use of a visual in my explanation.
 - Give a brief modeling of poor use of a visual. Do everything wrong: turn your body to face the visual, turn your back on your students, just read what's on the visual to the students and don't point to key points. Potentially throw in some other poor body language as well - slouch, look at the ground or out the window, check your watch, etc.
 - **Take feedback:** Students should accurately identify what you need to correct to improve.
- **Facilitate:** Great! Let's combine our practice of explaining why it's important to only buy things with a credit card that you can pay off at the end of the month AND practice using visuals to make our presentations stronger.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



- Divide the class up into 4 groups and give each one a visual. Ask them to plan a 2 minute presentation to tell the group their scenario and use the visual to explain why saving and paying cash would be better than paying with a credit card and paying it off over time. Give each group an index card per student. Ask that each student have at least one point to share and allow them to use the index card to prepare their shareback.
- **Give** the students 5-7 minutes to work.
- **Facilitate shareback:** Give each group the needed amount of time to shareback. (1-3 minutes)
 - Remind students to use all the “good presentation” skills they’ve learned to date: good body language, good eye contact, good volume, as well as referencing the visual well.
 - **Note:** Students will be using index cards for their WOW! presentations. While it is not necessary for you to make this connection or teach how to use index cards now, if you see students using them well (ie not just looking at them the whole time and instead glancing down and maintaining eye contact, point it out)
- Praise students for referencing their visual well and demonstrating other good presentation skills.
- **Debrief:**
 - Why is a credit card a dangerous thing?
 - How could sharing this with friends or family be helpful?
 - How is using a visual tricky during a presentation?
- **Transition:** Some of our clients have some debt - and credit card debt - that we need to take into consideration as we develop their financial plans. Let’s take a look!

Activity Three: Client Coaching (30 Minutes)

- **Transition** into WOW! client groups. This may involve rearranging the room or the student groupings.
- **Say:** Up to now, we’ve reviewed our client’s profiles, budgets, incomes, expenses, financial goals, and more. Today we’ll add the last piece of information on our clients - and one of the most important pieces of



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



information - what debt they already have. Unfortunately, all of our clients have had a little bit of trouble with credit cards. We will modify their budgets to accommodate a monthly payment towards paying off their credit card debt and you will plan for how you will convince your client that they must pay off this debt as quickly as possible and not add anymore to it.

- **Handout** client profile folders that include all of the previous weeks' work plus the client's debt sheet.
- **Handout** the Final Client Recommended Budget sheets.
- **Review:** Remember back to Week 3 when we talked about needs and wants and we planned for how we could help our clients make some cuts in their spending to make more? Well unfortunately we're going to have to make some further cuts to make room for paying off their debt!
- **Facilitate:** In your WOW! Client Team, work together to review your client's debt sheet. Note the amount of money that they need to pay each month to pay off their credit card debt in the next year, two years, or more. Look at the original budget that you created for your client in Week 2 & 3. Use this new budget sheet ("Final Client Recommended Budget" Handout) to create a new budget that also includes the amount of money they need to pay monthly to pay off their debt. You might be making more cuts to their spending and you might be modifying the recommended budget numbers. Remember the category percentages are only a guide. If you think that one could be a little smaller in order to make room for making the debt payment, then you can recommend making a change.
 - When you finish, fill out the bottom of the Debt Sheet with an explanation of how you are going to convince your client to take your recommendations. Do you need a visual to help? What would it look like? What evidence will you use to support your claims that this is what's best for them?
- **Give** students 10-15 minutes to work. Rotate around the room to ensure that groups are on track and answer any lingering questions.
 - Teachers should check-in with students and ensure that students are both revisiting the budgets and expense sheets to make room for the budget payment as well as preparing at least 3 convincing reasons why their client should take their recommendations.
 - Students work in their teams. They should collaboratively discuss what would be best for their client to cut back on and what would motivate the client to pay off his/her debt.
- **Transition:** Wonderful! Next week we will be taking a field trip to a Fidelity office to meet with people who are financial advisors and in other finance related careers. Then, the following week, we'll put together our financial plans for our clients and begin practicing for our WOW! presentation.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



Assessment

Exit Ticket

(5 Minutes)

- **Teacher's Note:** *If you are playing music for your exit ticket time that the winning students have selected in the Hook, be sure to have it cued up prior to the Exit Ticket. Encourage students to nominate songs for the winners to choose between for next week by writing them on the back of their exit tickets.*
- **Say:** Good class today! Can't wait for our field trip next week! Before we wrap up this week though I want to quickly make sure you all remember everything we learned today. Take this exit ticket and fill it out silently and individually.
- **Distribute** the exit ticket.
- **Monitor** student work.
- **Collect** the exit ticket as students finish.

Exit Ticket Questions:

1. What are the three types of debt we reviewed today?

Answer: credit card, house/car loan, student loans)

2. Mike has \$1000 of credit card debt. He could

- a. Pay \$40 a month (the minimum) for 6 years to pay it off and he'll pay ~\$500 in interest

OR

- b. Pay \$100 a month and pay it off in a year and pay ~\$100 in interest.

What advice would you give him?

Answers will vary: I'd tell Mike to chose option a. He will save a lot of money on interest and he will be through with the debt so much sooner.)

3. Diana has an upcoming presentation! She plans to display a graph to make her points clear. What are 2 tips you would give her on how to use the graph well?

Answers include:



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



- Stand facing the audience
- Point at key pieces of the visual as you talk about it
- Don't read off the visual (your audience can read for themselves!)



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #6: *Debt and Credit Cards*



Exit Ticket: Lesson #6

Name: _____

1) What are the three types of debt we reviewed today?

2) Mike has \$1000 of credit card debt. He could:

a. Pay \$40 a month (the minimum) for 6 years to pay it off and he'll pay ~\$500 in interest

OR

b. Pay \$100 a month and pay it off in a year and pay ~\$100 in interest.

What advice would you give him?

3) Diana has an upcoming presentation! She plans to display a graph to make her points clear. What are 2 tips you would give her on how to use the graph well?



How Much Do I Owe? **Answer Key**

Name _____

| | Month 1 | Month 2 | Month 3 | Month 4 | Month 5 | Month 6 | Month 7 | Month 8 | Month 9 |
|------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------------|
| Amount of Loan | 5 | 6 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Payment | | | -2 | -2 | -2 | -2 | -2 | -2 | -2 |
| Interest | +1 | +1 | +1 | +1 | +1 | +1 | +1 | +1 | +1 |
| Amount of Loan Left for next Month | 6 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 - paid off! |

| | | | | | | | | | |
|---------------------------------|----|----|----|----|----|---|---|---|---|
| How many Starburst do you have? | 17 | 17 | 15 | 13 | 11 | 9 | 7 | 5 | 3 |
|---------------------------------|----|----|----|----|----|---|---|---|---|

1) How much did you pay back total to the bank? (Add up all your payments)

$2+2+2+2+2+2+2+2=14$ starburst!!!

2) How many Starburst do you have left?



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Lesson #6: *Debt and Credit Cards*



only 3

3) How could you have paid less for borrowing the 5 starburst? (extension)

Paid back quicker, lower interest rate

How Much Do I Owe?

Name _____

| | Month 1 | Month 2 | Month 3 | Month 4 | Month 5 | Month 6 | Month 7 | Month 8 | Month 9 |
|------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Amount of Loan | | | | | | | | | |
| Payment | | | | | | | | | |
| Interest | | | | | | | | | |
| Amount of Loan Left for next Month | | | | | | | | | |

| | | | | | | | | | |
|-----|--|--|--|--|--|--|--|--|--|
| How | | | | | | | | | |
|-----|--|--|--|--|--|--|--|--|--|



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #6: *Debt and Credit Cards*



| | | | | | | | | | |
|--------------------------------------|--|--|--|--|--|--|--|--|--|
| many Starburst do you have? | | | | | | | | | |
|--------------------------------------|--|--|--|--|--|--|--|--|--|

1) How much did you pay back total to the bank? (Add up all your payments)

2) How many Starburst do you have left?

3) How could you have paid less for borrowing the 5 starburst? (extension)

Visual for Activity 2

ENLARGE to poster size or turn into a slide



Core Apprenticeship Library

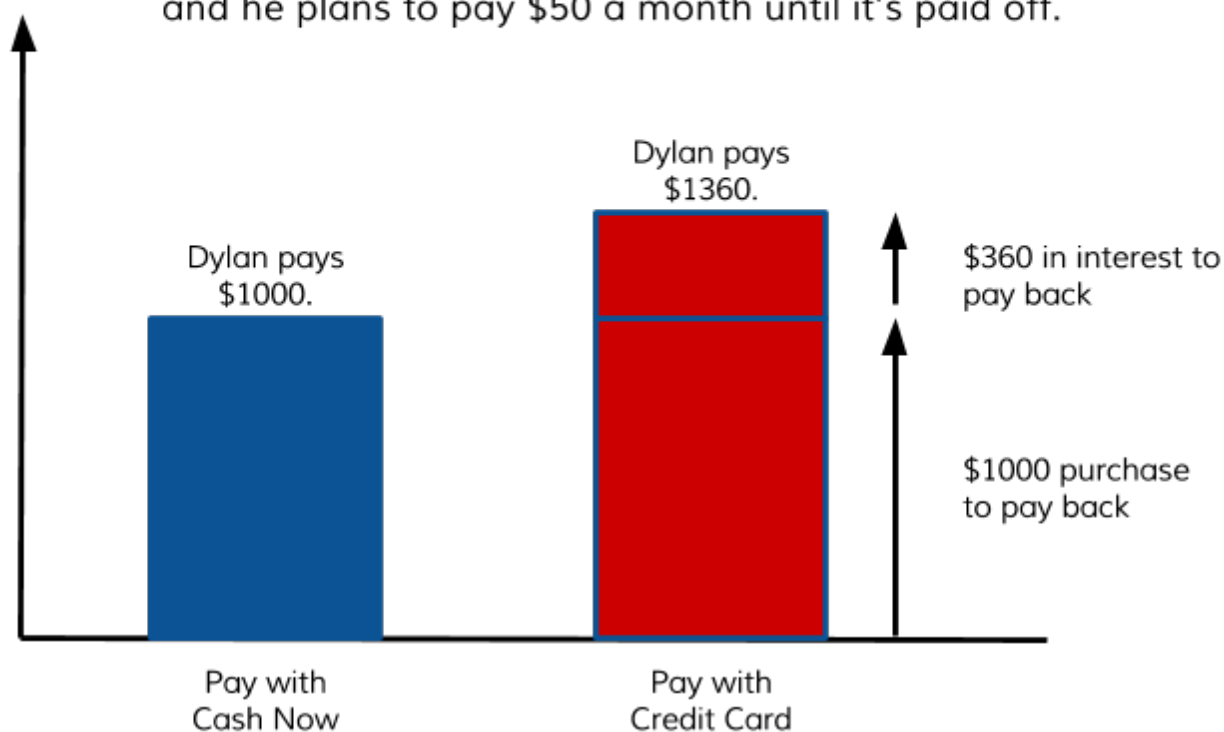
Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



Dylan received a new Playstation as a high school graduation gift! He decides that he really wants to get his own flat screen TV for his bedroom to use with his new Playstation. Unfortunately, he doesn't have any money now and the TV he wants costs \$1,000. Since Dylan has a summer job where he will earn money this summer, he decides to charge the cost of the TV (\$1000) using his new credit card. The credit card charges 18% interest and he plans to pay \$50 a month until it's paid off.



Activity 2: Group 1



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

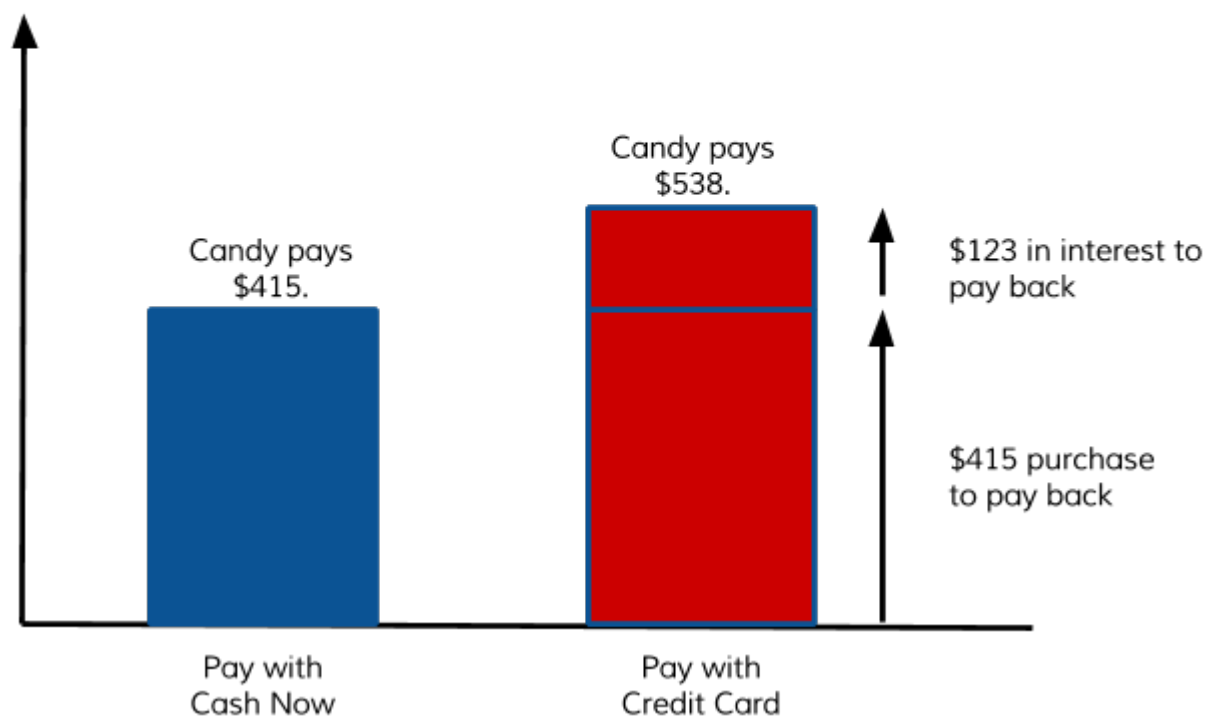
Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*

CITIZEN
SCHOOLS

Candy wants to look amazing for her senior prom. She really wants to buy a designer dress (\$300), buy new shoes (\$60), and get her hair done at the salon (\$55). Unfortunately, she doesn't have enough money now to pay the total \$415, but she is going to work this summer as a lifeguard earning \$15/hour.

She decides to charge her expenses to her credit card. The credit card charges 18% interest and she plans to pay \$17 a month until it's paid off.





Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*





Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

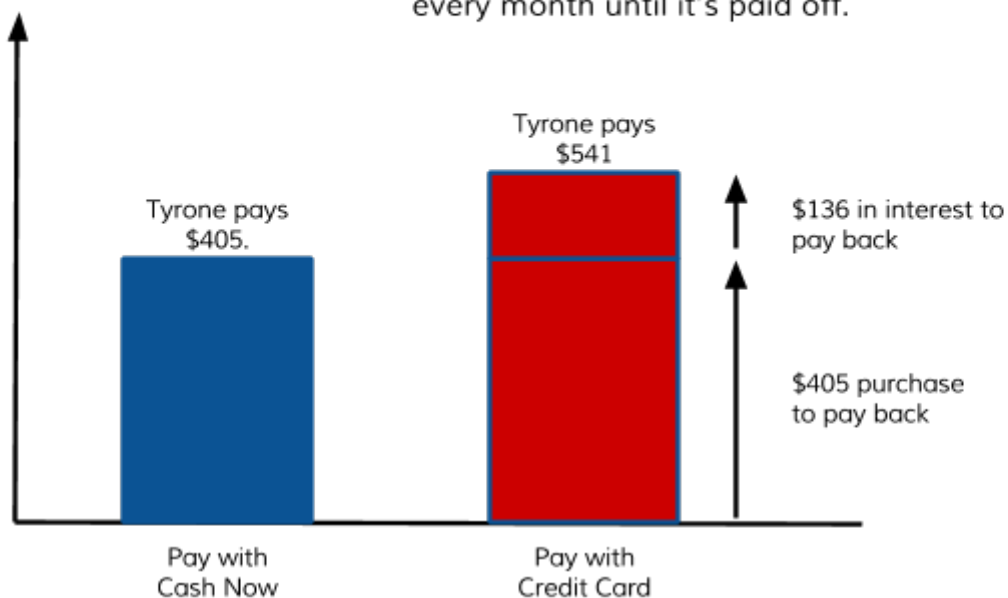
Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*

CITIZEN
SCHOOLS

Activity 2: Group 2

Tyrone got a credit card with a 20% interest rate for emergencies in college. One day, his car broke down and he couldn't afford to pay cash to fix it so he charged the \$350 fee to fix the tire. Later that day, he was really hungry and he decided that was an emergency too so he charged a pizza for \$15. By the end of the week he had charged an additional \$40 on the credit card but he couldn't really remember what he bought. When the bill came, the total was \$405. He could only pay \$16 but commits to not using the card anymore and to pay \$16 every month until it's paid off.





Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

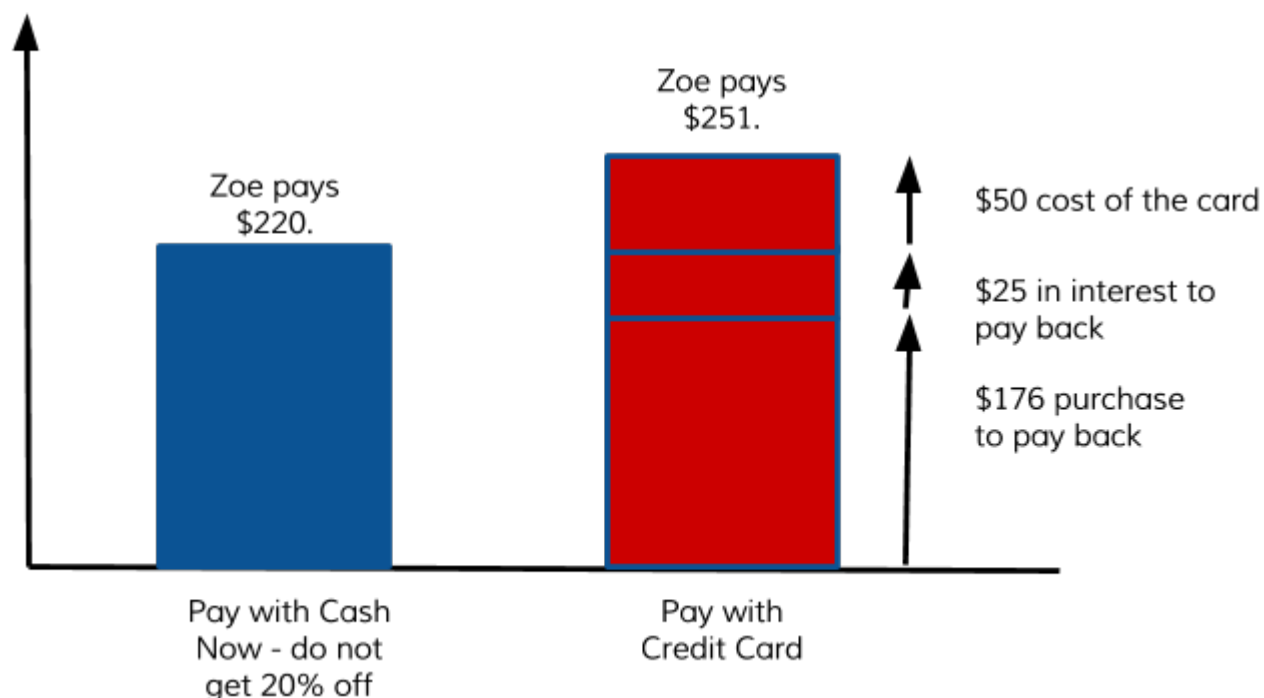
Lesson #6: *Debt and Credit Cards*





Activity 2: Group 3

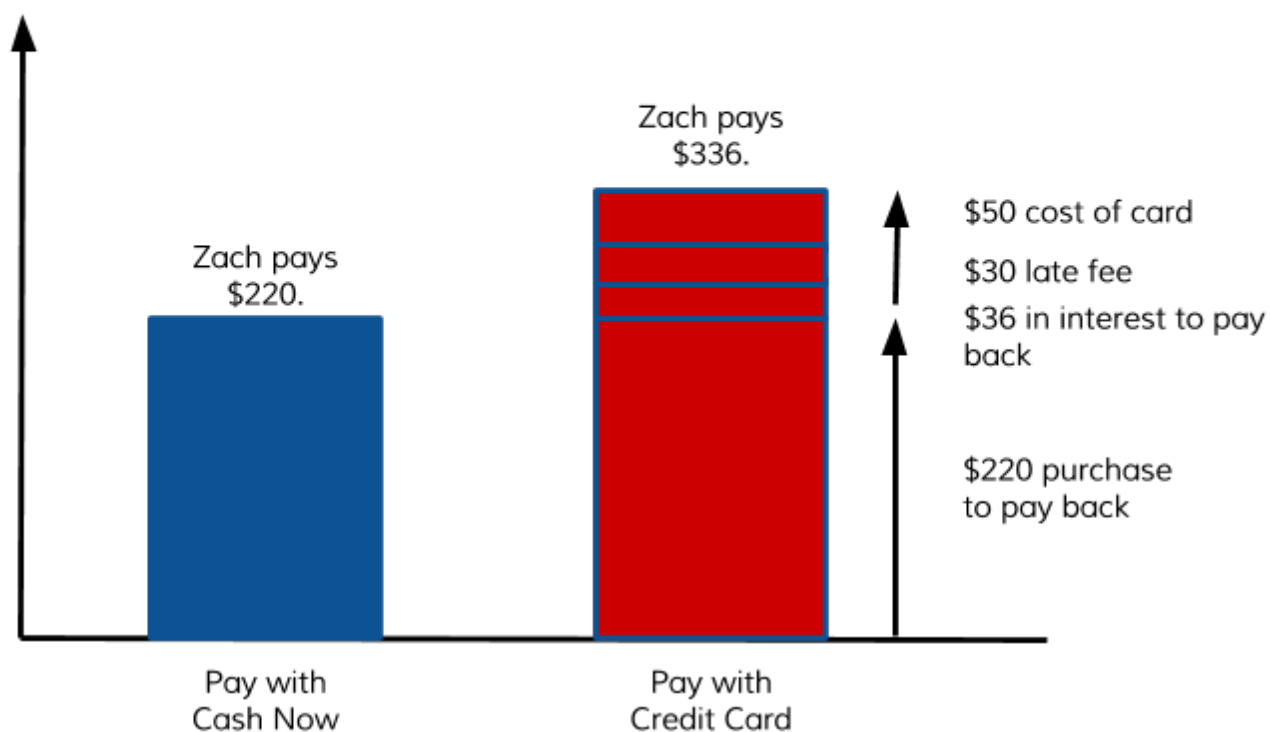
Zoe just got a new credit card. It gives her 20% off at Old Navy, her favorite store. Unfortunately, it charges 23% interest and costs \$50 a year. She's excited to use her new card so she goes to Old Navy and buys 2 shirts, a pair of jeans, and a sweater. The total was \$220, but with her 20% off, she only paid \$176! She plans to pay \$15 every month until the total is paid off. Was it better for her to get the 20% discount with the credit card or would it have been better for her to pay cash when she bought the clothes?





Activity 2: Group 4

Zach wants to buy a mini refrigerator for his college dorm room. The refrigerator costs \$220 and he decides to charge it to his new credit card. The credit card has 21% interest, costs \$50 a year to use, and charges a \$30 late fee for paying late. Zachariah only misses one payment and otherwise pays \$15 each month.





Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*

CITIZEN
SCHOOLS

Word Wall Lesson 6

Credit Cards

A small plastic card issued by a bank that lets you buy things and pay money back to the bank later.

House/Car Loans

When you borrow money to buy a house or a car and pay for it over time.

Student Loans

When you borrow money to pay for tuition to college and pay



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*



it back over time after you stop going to school.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #6: *Debt and Credit Cards*

CITIZEN
SCHOOLS

Credit Score

A number assigned to a person that indicates how likely it is that the person will pay back a loan. Similar to a grade in school, this is a grade on paying back debt.



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Lesson #7: *Field Trip*



Essential Question

Which of the several universal or debatable questions for this unit will students consider in this lesson?

- What is the relationship between financial planning and happiness?

Lesson Overview

Field trip! During this lesson, students will travel to an investment firm to recognize daily life as a financial advisor, to gain a realistic picture of what happens in the office, and to inspire them to a career in finance. This lesson will prepare them for the WOW! by observing characteristics of real financial advisors as they present. This will provide the students with more knowledge about careers in finance and the lifestyle possible with these jobs.

Lesson Objectives

Standard #1: Citizen Schools students will make an effective oral presentation.

Lesson Objectives:

- **Identify** 3-5 tips on oral presentation and meeting with clients in a finance setting
- **List** 3-5 characteristics of financial advisors to emulate for the WOW!

Standard #2: Citizen Schools students will develop a personal financial plan.

Lesson Objectives:

- **Describe** 2-3 different finance careers

Lesson Agenda

| | |
|------------|--|
| 5 Minutes | Hook: Field Trip Prep |
| 5 Minutes | Introduction to New Material: Taking Notes |
| 25 Minutes | Activity 1: Tour |
| 25 Minutes | Activity 2: Panel/Presentation |
| 10 Minutes | Activity 3: Debrief |



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #7: *Field Trip*



5 Minutes

Assessment

*Note: This Lesson is modified to allow 30 minutes for round trip travel time and expects that the Hook, Introduction to New Materials and Assessment will all happen en route. Alternatively, teachers should plan for a 10 minute Intro to set expectations for behavior and use of the graphic organizer after arriving and a 1-2 minute Assessment to wrap up. This time will have to come from a shortened tour and panel/presentation.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #7: *Field Trip*



Lesson Preparation

- Preparation:
 - This lesson will vary significantly based on your logistics for this field trip. Consider transportation time and preplanning as necessary. Coordinate with your field trip destination to plan for a tour and a panel of speakers. Prep your speakers with talking points and presentation skills to model. Since you will be preparing the students to look for characteristics of financial advisors, be sure that you prepare your speakers to display these same characteristics.
 - This lesson is modified to allow for 30 minutes of travel time, but assumes that you will be able to facilitate the Hook, Introduction to New Materials and Assessment en route. Modify as necessary for your specific travel arrangements and timeframes.
 - Note: No words will be added to the Word Wall this week.
- Co-teaching plan:
 - If it makes sense for your group and space, split the group in half and have one teacher go with each smaller group of students. Have one group do the Tour first and the other do the Panel. Then, at the designated time, switch. This will allow for more small group time for the students to interact with the volunteers and financial advisors.

Materials

- Field Trip Handout - one per student
- Pencils - one per student
- Exit Tickets - one per student
- Thank yous for the volunteers at your field trip destination

Hook: Field Trip Prep

(5 Minutes)

- **Teacher's Note:** *This lesson is modified to allow for 30 minutes of travel time, but assumes that you will*



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #7: *Field Trip*



be able to facilitate the Hook, Introduction to New Material and Assessment en route. Modify as necessary for your specific travel arrangements and timeframes.

- **Welcome** students to the field trip!
- **Review** expectations. These should include campus specific expectations for field trips as well as specific expectations for your office. Note things such as how bathrooms will work as well as what noise level will be appropriate in different spaces. Review expectations for respect, raising hands to ask questions, and using appropriate language.
- **Review** expectations for a professional introduction. Ask students to practice with their neighbor as they prepare to introduce themselves to several new finance professionals!
- **Transition:** We've spent the past 6 weeks learning so much about financial planning. Today you'll meet people who do this for real for their job - everyday helping clients manage their money and plan to reach their financial goals. They help people plan to be financially responsible and thus be happier, healthier and do more. Pretty exciting!

Introduction to New Material:

Taking Notes

(5 Minutes)

- **Handout** the Field Trip handout.
- **Explain** the agenda for the trip and what the students will learn on the tour and during the panel.
- **Review:** the different sections of the handout in context of the agenda.
 - **Say:** Throughout today you'll be observing financial advisors presenting. Reflect back to all that we've learned about what makes a good presentation. (Review briefly the different topics: body language, eye contact, voice (volume/clarity), being convincing, using facts to support claims, referencing visuals). Put a check mark next to the oral presentation skill when you see it in action. Take notes in the box next to it on characteristics that you observe that you want to emulate for the WOW!



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #7: *Field Trip*



- **Brainstorm** a list of questions that students might want to ask. Ask students to write down their favorite 2-3 questions in the "Questions" box. For example:
 - How would you describe the difference between a need and a want?
 - What is the point of saving a lot of money?
 - Is it better to save or spend? Why?
 - What do you like about being a financial advisor?
- **Set expectations** for note taking during the tour and panel presentation.
 - For example: all students should write down at least 3 things in each category and check off 5 skills they see during the trip.
- **Transition:** Split into your groups for the activities on site.

Activity One: Tour & Tips on Teaching (15 Minutes)

- **Teacher's Note:** *If it makes sense for your group and space, split the group in half and have one teacher go with each smaller group of students. Have one group do the Tour first and the other do the Panel. Then, at the designated time, switch. This will allow for more small group time for the students to interact with the volunteers and financial advisors.*
- **Tour guidelines:** The structure and flow of the office tour depends on the nature of the office being visited. This tour is not just a tour of the office and water cooler, but also incorporates any hands on activity where possible. For example, show students computer software that finance professionals use and give them a chance to explore and "click through" anything available. Have them sit in an office where you might meet with a client and use the TV/monitors to review graphs and sample calculations. Give them the full client experience by offering them water. Show them where you sit and where you work.
- **Transition:** Now we're going to change groups and you'll go to the Panel presentation.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #7: *Field Trip*



Activity Two: Panel Presentation (25 Minutes)

- **Panel Guidelines:**
 - Students should be able to hear a presentation and then have time for question and answer.
 - Space should be professional and panelists should demonstrate oral presentation skills that the students have learned and have been practicing.
 - Students should take notes in a graphic organizer (Field Trip Handout).
- **Preparation for panelists beforehand:**
 - Inform them of the learning goals and the introductions we have been modeling.
 - Panelists should introduce themselves in the same format that the students have practiced
 - Panelists should open the panel by giving a brief overview of their background and how they became a financial advisor.
 - Panelists should share why they like working with clients and doing this work.
 - Panelists should have a few visuals to share to model how they might use PowerPoint or a handout in a presentation.
 - As the presentation transitions to questions, the Team Leader will begin by asking a basic question and then students will follow up with their questions.
 - **Note:** A sample email to panelists is included in the materials provided below.
- **Connect** to skills students are learning and practicing in preparation for their WOW!: work with clients, oral presentation, investment strategy, budgets, and financial planning.
- **Thank** the guest speakers and give them a special Citizen Schools thank you (i.e. Shout Out etc). Tell them you hope that they will come to the WOW! to see the financial plans the students have put together for their clients.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #7: *Field Trip*



Activity Three:

Debrief

(10 Minutes)

- **Bring the students back together** in a separate space or after the guest speakers return to work to debrief.
- **Debrief:** Help students make the connection between what they learned today and tools they can use as they get older to explore finance related careers.
 - What did you learn today?
 - What is it like to be a financial advisor? (ie what is day to day life like?)
 - If this is a career that you might be interested in, what can you do between now and high school graduation to prepare yourself? What can you do in college?
 - **Reinforce** key messages:
 - They can pursue careers in the area of finance just like the people they met today did.
 - A career in finance pays well, provides for a comfortable life, and requires a college degree.
 - Good oral presentation skills will be useful throughout their lives.
 - **Answer** lingering questions the students have.
- **Shareback** the students' notes on their handouts. What were some of the oral presentation skills they saw demonstrated today? What did they see that they'd like to emulate for the WOW!?
- **Transition:** Begin the trip back to campus while students work on their exit ticket. If this is not an option for your group, give students 1-2 minutes before departing.

Assessment

Exit Ticket

(5 Minutes)

- **Teacher's Note:** *It will likely not be possible to play music during the exit ticket on the field trip. Plan to resume the nominations and Hook competition for voting rights next week.*



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #7: *Field Trip*



- **Teacher's Note:** *Alternatively, you can have students write a thank you note to the guest speakers and coordinators of the field trip during this time. You can give them blank cards or modify the exit ticket to be a form thank you with blanks for the students to fill in. For example, "Thank you for speaking to us today. I really enjoyed learning about _____. We've been learning about oral presentation skills in addition to financial planning and I thought you did a good job at _____."*
- **Say:** What a great field trip! It was helpful to meet some real financial advisors and see them in their workplace. Next week we'll begin preparations for our WOW! by finalizing our financial plans for our clients and starting to practice our presentations! Before we wrap up this week though I want to quickly make sure you all remember everything we learned today. Take this exit ticket and fill it out silently and individually.
- **Distribute** the exit ticket.
- **Monitor** student work.
- **Collect** the exit ticket as students finish.

Exit Ticket Questions:

1. What are 3 oral presentation skills that you saw demonstrated today? (answers will vary)
2. List 3 or more characteristics that you observed today that you'd like copy for the WOW! (answers will vary)
3. What is one finance career you learned about today? (answers will vary)
4. What education level is needed to have this job?

Answer: college, graduate school, various certifications



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #7: *Field Trip*



Exit Ticket: Lesson #7

Name: _____

1) What are 3 oral presentation skills that you saw demonstrated today?

2) List 3 or more characteristics that you observed today that you'd like copy for the WOW!

3) What is one finance career you learned about today?

4) What education level is needed to have this job?



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #7: *Field Trip*

**CITIZEN
SCHOOLS**

Field Trip Handout

Name _____

Check off when you see the following demonstrated well:

stands up straight
makes eye contact
references a visual
uses good volume
speaks clearly
backs up claim with facts

Notes on Presentation Skills:

Questions for Presenters:



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #7: *Field Trip*



Notes on Tour:

Notes on Panel Presentation:



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #7: *Field Trip*



Sample Email to Panelists

Dear Panelists,

Thank you so much for volunteering to spend 30-60 minutes with our students next week during our field trip to your office! The goal of our trip is for students to observe the daily life as a financial advisor, to gain a realistic picture of what happens in the office, and to inspire them to a career in finance. To support these efforts, please plan to give a brief overview of your background, how/why you became a financial advisor, and what your day to day work is like.. Additionally, please share why you like working with clients and doing this work. After your presentation, students will be prepared to ask you a few questions.

In addition to financial literacy skills, the students have been learning skills relating to professionalism and oral presentation. I will be preparing them to observe you in these areas as well! They will be specifically looking for the following:

- How you introduce yourself (handshake, eye contact, give your name, smiling)
- Good presentation skills (good posture, eye contact, professional attire, appropriate volume, speaking clearly)
- Use of visuals to support your presentation (referencing powerpoint or a handout, pointing at the visual without turning your back on the audience, etc)

Although I'm sure all of these skills are second nature to you, I did want to let you know that they students have been working on these skills as well and will be looking for them during this field trip. Please let me know if you cannot incorporate a visual in slides and/or handouts

Thank you so much again for making time for our visit. We are looking forward to it! Please don't hesitate to contact me directly if you have any questions or concerns. You can reach me at this email address or at <insert phone number> via call or text.

Thanks,



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #7: *Field Trip*



<insert name>



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Lesson #8: *Get Ready to WOW!*



Essential Question

Which of the several universal or debatable questions for this unit will students consider in this lesson?

- What is the relationship between financial planning and happiness?

Lesson Overview

Students have covered all the content of the apprenticeship and completed a field trip to see financial advisors in action. Now it's time to get ready to WOW! Today students will compile their previous work into one comprehensive plan for their clients. They will review all the oral presentation skills that they have learned to date and begin preparing and practicing their presentations for the WOW! Excitement will build as students see how much they have learned in this apprenticeship.

Lesson Objectives

Standard #1: Citizen Schools students will make an effective oral presentation.

Standard #2: Citizen Schools students will develop a personal financial plan.

Lesson Objectives:

- **Understand** roles and logistics for the WOW!
- **Understand** expectations for oral presentation in the categories of body language, eye contact, speaking, using visuals, giving evidence

Lesson Objectives:

- **Create** a recommended financial plan for clients including a recommended budget and investment strategy to reach a specific financial goal

Lesson Agenda

| | |
|------------|---|
| 10 Minutes | Hook: Lightning Round Review |
| 10 Minutes | Introduction to New Material: WOW! Time |
| 15 Minutes | Activity 1: Review WOW! Logistics |
| 25 Minutes | Activity 2: Create Your Financial Plan |



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



| | |
|------------|---|
| 25 Minutes | Activity 3: Plan & Practice WOW! Presentation |
| 5 Minutes | Assessment |



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



Lesson Preparation

● Preparation

- Have space for students to sit at desks or at tables, but also have open space for the Lightning Round Review game at the beginning, and the oral presentation practice in Activity 3.
- Using the song nominations from the exit tickets from Week 6, select 3 finalists for the winning team from the Lightning Round Review to pick from to be played during the exit ticket.
- Make posters or slides to explain the WOW! logistics.
- Prepare 2 posters. One labeled "Oral Presentation Skills" and the other labeled "Professional Polish." Plan to bring these visuals to each remaining class of the apprenticeship.
- You will need to review the WOW! Client Teams' financial plans after class to assess mastery of the objective:
- **Create** a recommended financial plan for clients. You can put a post-it note in each one highlighting where you see exemplary work and listing improvements you would like the students to make in Week 9.
- If you are going to expect students to dress professionally for the WOW!, plan ahead to be clear about what they need to wear, when they need to bring it to school, and what will happen if students do not have professional dress.
 - Consider what you will do if students genuinely don't have professional attire and cannot afford to buy any.
 - Find out if students can wear their professional clothes all day or if they need to bring the clothes with them to change into after school.
 - Determine where you will store the clothes and how you will keep them secure.
- Create a WOW! Preparation tracker for your students - see the sample checklist provided in this lesson. You can use this as is or create a tracer to check off when each student completes each item. Use the tracker to build excitement.

● Co-teaching plan:

- If you have students who are very nervous about the WOW! presentations, potentially teach Activity 2 and 3 as a small group breakout. Provide smaller group practice opportunities this week and provide scaffolding for larger group practice next week and at the WOW!



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



- If you have multiple teachers, assign one to each WOW! Client Team (or one to two teams) to support throughout the apprenticeship. This will help keep groups on task, resolve misunderstandings quickly, and prepare high quality WOW! presentations.
- Student absences: It is likely by this point in the semester that you will have a few students who have been chronically absent or are significantly behind in content mastery. Plan for their role in the WOW! presentation to be significantly modified. For example, if a student was only present for the budgets lesson, have him speak only about that content in his group presentation. Have his other group members do the rest of the presentation. If, on the other hand, you have an entire group that has had sporadic attendance, consider modifying the scope of their financial plan and WOW! presentation significantly. They could just do the budgets and identify where the client needs to cut overspending. If you have capacity, assign a co-teacher to these students/teams to help make the modifications as needed.

Materials

- Chart paper or whiteboard
- Markers - for paper and/or whiteboard
- Two posters: One labeled "Oral Presentation Skills" and the other labeled "Professional Polish"
- WOW! Client Folder
 - Client Profile Page
 - Final Client Recommended Budget handout
 - Client Expense Sheet
 - Investment Strategy handout
 - Graph calculations supporting the Investment Strategy
 - Client Debt Sheet
- WOW! Financial Plan materials (one per WOW! Client Team)
 - Binder
 - Hole punch
 - Extra sheets of paper



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



○ Dividers (optional)

- WOW! Financial Plan Cover Page
- Presentation Planner handout - one per student
- Blank paper- one per team
- Elmo and projector OR enlarged copy of the Presentation Planner handout
- Blank copies of all the handouts that make up the Financial Plan
- WOW! Preparation Tracker
- Exit Tickets - one per student
- Word Wall board
- Computer, speakers or something to play music

Hook: Lightning Round Review (10 Minutes)

- **Teacher's Note:** *This game may be getting stale now that it's been a few weeks. Change the dynamics to keep it fresh: switch the groups, go back to teachers vs. students, hype up that these last three weeks will be a review of all concepts covered, turn it into jeopardy so not all questions are created equal, etc.*
- **Welcome** students back for the eighth week. If possible, greet students at the door as they come in. Shake their hand and ask them how their day is going. Model the professionalism you want to see during your apprenticeship and praise students who are demonstrating this professionalism via strong handshakes and good eye contact.
- **Facilitate:** Let's get started with our Lightning Round Review! We'll play again as students vs. students! Here's how it's going to work:
 - **Note:** See Teacher's Note above for options on variations. Hype up that this is now a review of all concepts covered - not just the previous week. Since this is a comprehensive review, give students a minute to review the Roadmap (what was covered each week), the Word Wall, and refresh on all that they have learned.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



○ Sample review questions

- What are we doing for our WOW!?
- What is a budget? (Word Wall connection - ask all definitions)
- How do you know how much someone should be spending in a category of a budget?
- How can you tell the difference between a need and a want?
- How can you tell if a client is overspending?
- What are three ways/places to save or invest your money?
- How can you use money to make money?
- What are the two most common types of accounts that you can have at a bank? (checking accounts and savings accounts)
- When I SAVE money, I _____ interest.
- When I BORROW money and go into DEBT, I ____ interest.
- What is a reason you should save money?
- What does it mean to be financially responsible?
- How can you use a visual in a presentation to help make your presentation stronger?
- **Note:** Keep the game moving quickly and keep the spirit lighthearted. This is supposed to be fun AND a meaningful review. If a student doesn't remember, take the opportunity to remind everyone - chances are the students will have a hard time remembering much of it since the class was a week ago. Remember, they've been in a LOT of other classes in between your last and this class. Give hints, draw out answers, and review where necessary, but don't single out students that don't immediately recall. Use the game as an opportunity to build investment and understanding.

- **Transition:** Today we're back from our field trip and we're getting ready to WOW! We'll be learning more about our WOW!, putting together our financial plans for our clients, and practicing our presentation skills!

Introduction to New Material:

It's WOW! Time!

(10 Minutes)



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



- **Teacher's Note:** *This Introduction to New Materials is written for students who are not well versed in Citizen Schools and WOW!s. If you have a majority of students who have already been through 2 or more WOW! seasons, you may want to modify to make this more of a brief review rather than an instructional time. The purpose is to build excitement about the WOW! and pride in what they've learned and are about to accomplish.*
- **Say:** I know we've talked a lot this semester about how we're working towards the WOW! Well the time is actually here! These last three weeks we will be finalizing our final financial plans for our clients, preparing our WOW! client presentations and polishing our oral presentation skills. On <insert date> we'll get together at <insert location> and each WOW! Client Team will present their plans to an audience of community members, families, teachers, and friends. We'll talk more in a minute about exactly what that will look like, but first, I want to talk a little bit about why WOW!s and why this WOW! is so special.
- **Paint a Picture:** Paint a picture for the students of what the WOW! will look like and highlight things that will make it look and feel special.
 - For example, if your WOW! is happening in the lobby of the Fidelity building downtown, highlight the location, how everyone will be dressed professionally, how they will feel important and share all that they have learned, and how snacks and drinks will be served. If you will have a student and family celebration afterwards, share that as well.
 - If, however, your WOW! will be a component of a community showcase and be in the gym or the library, highlight what will make this WOW! special. For example, share what the overall theme is, how it will be decorated, and how their teachers and families will likely come and be so proud of them and what they've learned.
- **Say:** Tell students how proud you are of them and how excited you are to help them prepare these final pieces for their WOW! presentations. This is an exciting time and they have accomplished so much!
- **Transition:** Now we should probably complete the picture in our minds of the WOW! with more information about the actual logistics.

Activity One: Review WOW! Logistics



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

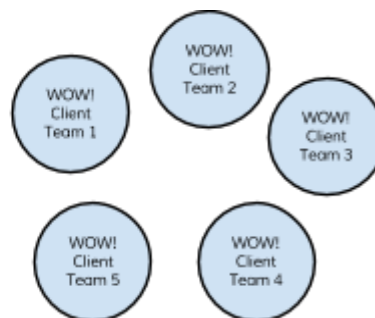
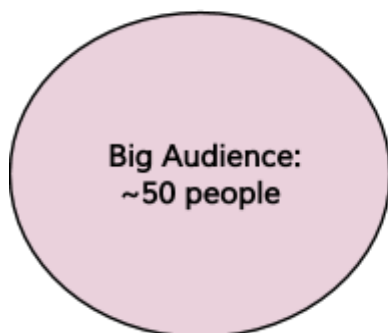
Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



(15 Minutes)

- **Transition** into WOW! client groups. This may involve rearranging the room or the student groupings.
- **Ask:** What do you remember about how the WOW! is going to work?
 - **Brainstorm** a list of all that the students can remember from previous WOW! conversations. This will serve as a good review and let you know what you need to cover now. Sample responses: We'll present in our WOW! Client Teams, it will be at <insert location> location, <insert audience> will be there, presenting financial plans, etc.
 - **Clarify** any incorrect responses. For example, students might think that they are presenting to their clients. Instead, this curriculum is written such that they will be presenting their client plans to the audience.
- **Say:** Let's also talk about how the audience is going to work and how the presentations will work. First, let's tackle the audience. We'll have a lot of people present! Instead of having each group present to the whole audience, we're going to split them up in groups and have you present to a smaller group. Let's look at a visual.
- **Draw** visual on the board as you explain or create the visuals below into posters ahead of time.
- **Say:** So, we have a big audience and 5 WOW! Client Teams.



- **Say:** We'll split the audience into 5 groups and give one to each of your Client Teams.

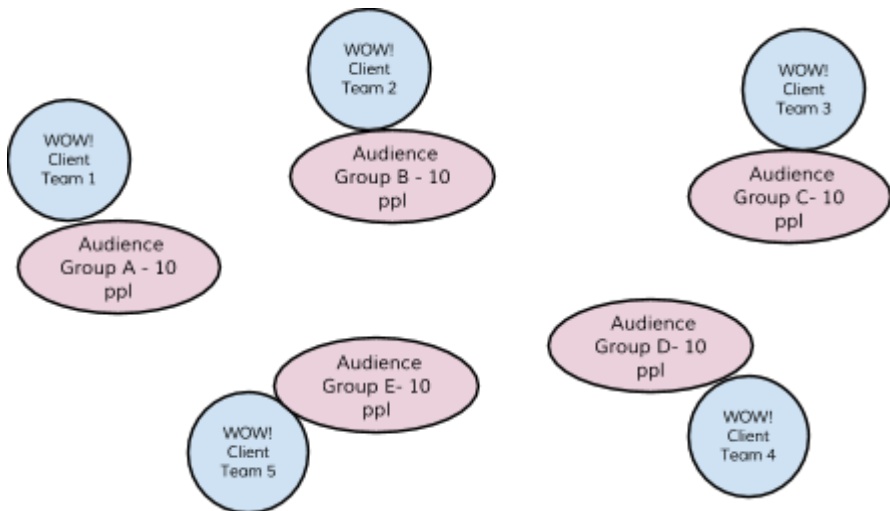


Core Apprenticeship Library

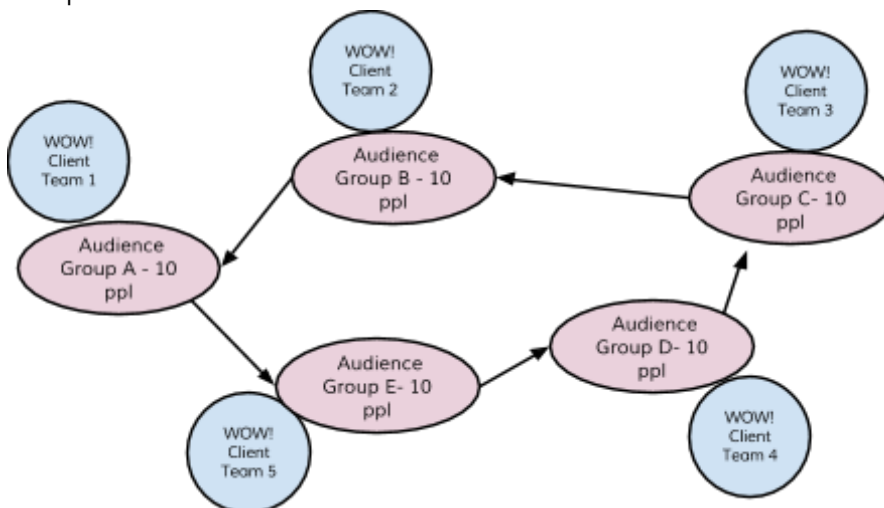
Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



- **Say:** Then, you'll have ~10 minutes to give your presentation and a few minutes to take questions. After you finish, we'll rotate the audience. You'll give your presentation 3 times. So for example, WOW! Client Team 1 will present first to Audience Group A, then second to Audience Group B and third to Audience Group C.



- **Say:** Now, in your WOW! Client Teams you have 3 students. You will all present together three times, but in each of those times each one of you will take a turn being the lead financial advisor. This means that you will take the lead in the presentation. As you share your client's basic profile and your plan for their budget and investment strategy, the other two students will support by adding comments and answering



Core Apprenticeship Library

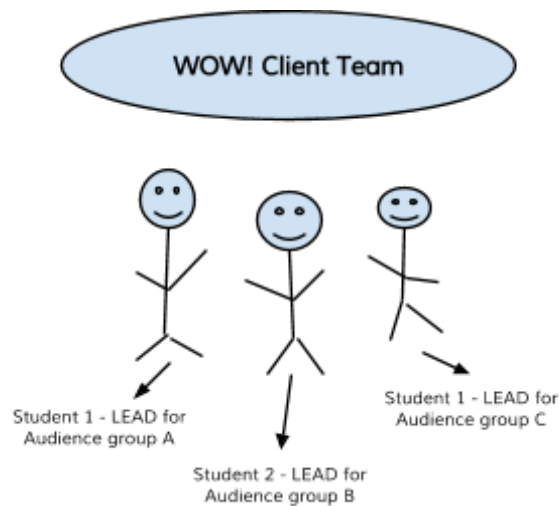
Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



questions at the end.



- **Say:** Now, when you're the Lead presenter, that means that you will be doing most of the talking, but you can also plan to have your colleagues share some of the pieces of your financial plans as well. This will not be a situation where the Lead is the only one presenting and then the other two students can just sit down and think about something else. Each student will need to speak in each presentation. Together, as a team, you'll decide who will say what and how it will rotate for the three presentations.
 - **Say:** When you are the Lead Presenter, this is your time to shine! This will be your opportunity to really demonstrate that you know your stuff. You will be responsible for taking the audience through the presentation and explaining the financial plan to them. Support presenters should be much more limited, offering comments here and there. Each student should have the opportunity to present and it's important that each of us is completely prepared.
 - **Pause** here and let students discuss in their WOW! Client Teams for 2-3 minutes. Who will be the first Lead presenter? Who will be second and who will be third?
- **Check for understanding:** Confirm that students understand and remember basic logistics such as date, time, who they should invite, as well as how the presentations and rotations will work.
- **Transition:** Now that we can all see a picture in our minds of what we're working towards and how awesome it's going to be, I guess we better get to work!



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



Activity Two: Create Financial Plans for Clients (25 Minutes)

- **Teacher's Note:** *If you have co-teachers, it is recommended that you assign one teacher to each group or one teacher to 2-3 groups for the WOW! client presentation preparation. Each teacher will then be well versed in each client and be able to support their students fully.*
- **Teacher's Note:** *This activity is written such that a teacher will lead their groups in completing their financial plan binders step by step. If your students are capable of working more independently and following more instructions at a time, feel free to modify the activity so that you give instructions and materials and they work for 20 minutes on completing their financial plans.*
- **Review:** We've done a lot of work this semester. Let's review the components that we've worked on and prepared for our clients:
 - Budgets
 - Recommended budget per category based on income (Lesson 2)
 - Analysis of spending (overspending identified, needs/wants analysis) (Lesson 3)
 - Recommended cuts to account for paying off debt and saving towards financial goal (Lesson 3 and 6)
 - Investment strategy
 - Where to invest to reach financial goal (based on risk analysis and desired timeframe) (Lesson 5)
 - How long it will take to reach financial goal (Lesson 5)
- **Say:** Before we launch into physically building our WOW! financial plans for our clients, I want to do a quick brainstorm.
 - **Handout** a piece of paper per WOW! Client Team.
 - **Draw** a circle in the middle of the board. **Write** "CLIENT'S FINANCIAL GOAL" in the middle.
 - **Ask** students to do the same but to write their client's financial goal in the circle. For example, Michael might want to save up enough money to buy a car. He'd like to save \$10,000 in 4 years.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



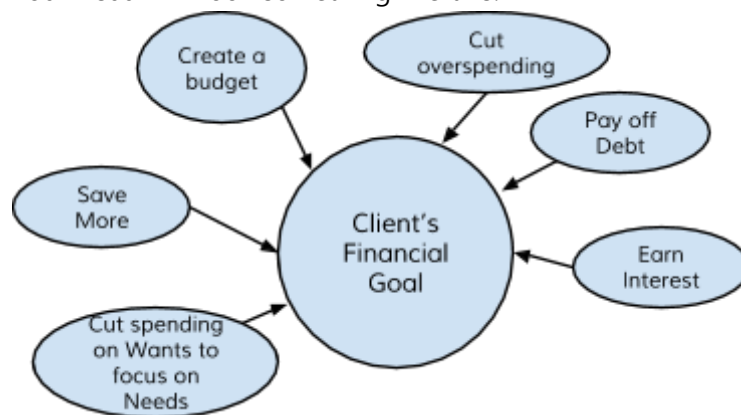
- **Ask:** what have we worked on this semester that will help our client get to his/her goal? Another way of asking this is, how will your client reach his/her goal?

- **Solicit answers. Write** them as extension thought bubbles off of the Goal.

- Sample answers:

- Make a budget and use it!
- Cut spending in some areas
- Cut spending on wants to focus on needs
- Increase saving and investing
- Earn interest
- Pay off debt

- Your visual will look something like this:



- **Say:** this is going to be the first page in your financial plan AND it's going to be how you plan for what you're going to say. Each of these thought bubbles will be something that you share with your audience as you explain to them how you are going to help your client get to his/her financial goal.

- **Handout:** Materials for the physical WOW! financial plans. It is recommended that you use something simple such as binders with or without dividers. Using a more complicated report making tool may result in significant time wasted learning how to put together the report tool rather than preparing for the WOW! presentations. Have on hand extra blank copies of the handouts needed for each component of the financial plans. Most teams will already have all the components in their WOW! Client Folders, but some may not.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



- **Handout:** WOW! Client Folders.
- **Say:** Ok, let's start with the goal cover sheet that we just created a draft of. I am going to handout a professional looking blank version. Now that you know this is going to be the coversheet of your whole financial plan, copy it over in your neatest, most professional handwriting. Hole punch it and put it in your financial plan binder as the first page.
- **Say:** Now let's continue with the Budgets section.
 - Everyone should find their FINAL Recommended Budget handout for their client. This has the amounts that you recommend your client spend per category. You initially created this in Lesson 2, but we made some modifications to it in Lesson 3 (when we found out they were overspending) and in Lesson 6 (when we found out they had to pay off debt).
 - **Hold up an example** of what they are looking for.
 - If your current Final Client Recommended Budget sheet is of professional quality (discuss what that means - no wrinkles, not ripped, nothing crossed out), then great! If you think you need to make a new one, put a sticky note on it. After we compile all the pages, we'll have time to copy a few pages over.
 - **Ask:** Are there any other visuals or materials that might make it easier to explain why you are recommending this budget?
 - A student might mention the category percentages visual. Plan to have a copy for them to include in their financial plan or at their table to reference.
 - Next, we want to include our "Client's Expense Sheet" showing where they are overspending and what we are recommending they cut to accommodate saving towards their financial goal and paying off their debt. You worked on this in Lesson 3.
 - **Hold up an example** of what they are looking for.
 - If your current "Client Expense Sheet" is of professional quality, then put it in your binder. If you need to make a new one, put a sticky note on it. After we compile all the pages, we'll have time to copy a few pages over.
 - **Ask:** Are there any other visuals or materials that might make it easier to explain how you know that your client is overspending and what cuts you want them to make?
- **Say:** Now, let's create our Investments section.
 - Everyone should find their final "Investment Strategy" handout for their client. This has the amounts



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



that you recommend your client save and invest to reach his/her financial goal. You created this in Lesson 5.

- **Hold up an example** of what they are looking for.

- If your current "Investment Strategy" sheet is of professional quality, then put it in your binder. If you need to make a new one, put a sticky note on it. After we compile all the pages, we'll have time to copy a few pages over.

- **Ask:** Are there any other visuals or materials that might make it easier to explain why you are recommending this investment strategy?

- **Say:** We should all have at least one graph calculation to support our investment strategy. Let's put that in our binder as well.

- Everyone should find their final "Client Debt Sheet" handout for their client. This has the information about how the client can pay off his/her credit card debt. You created this in Lesson 6.

- **Hold up an example** of what they are looking for.

- If your current "Client Debt" sheet is of professional quality, then put it in your binder. If you need to make a new one, put a sticky note on it. After we compile all the pages, we'll have time to copy a few pages over.

- **Say:** Now that we've compiled all of the pages of our WOW! Financial Plans, I know some of you wanted to recopy a few to make them look more professional.

- **Handout** the needed blank pages to students.

- **Give ~5 minutes** work time for students to copy pages. If they don't finish, put the pages in the binder anyway and plan time in lesson 9 to come back and finish.

- Note: If some teams do not have pages they need to recopy, have them go back through their financial plans and start thinking about what they will say for the different sections.

- **Note:** This may or may not be sufficient time for your WOW! Client Teams to get their final financial plans in order. If your students have significant recopying work or are missing handouts, they will need more time. 20 minutes is provided in Lesson 9 to accommodate this extra work time. If your students don't need it, you can use this time for extra practice.

- **Say:** Now that we have our financial plans, we're going to start creating our presentations. Let's review the order for the presentation.

1. Professional introduction - each student introduces himself/herself



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



2. Client introduction & overview - one student gives a brief introduction of the client and his/her goal.
3. Budget - how a budget was created,, the analysis of spending, recommended cuts to save the needed amount and pay off debt
4. Investment Strategy - what will be done with investments to reach financial goal
5. Close - how these components will help the client reach his/her goal
6. Take Questions

● **Handout** the Presentation Planner handout.

● **Say:** Let's practice how we're going to fill this out together. Look at the first row. What is this first row?

○ **Call** on a student (Professional Introduction)

○ **Model** how you will think through what should be said and how you will write it out.

■ **Say:** We've been practicing professional introductions all semester! I know that a professional introduction includes a firm handshake, good eye contact, and saying my name and who I am, all with a smile. Therefore, I'm going to write:

● **Write** the following bullets in the appropriate box (either on your handout that you are using an Elmo to display or on an enlarged handout). Have students copy what you write on their handout.

○ Do: firm handshake, good eye contact, smile

○ Say: I am <insert name>. I am a junior financial advisor from the Secrets of a Millionaire apprenticeship at <insert name> Middle School.

○ **Say:** Let's do the next one together too. Look at the second row. What is this second row?

■ **Call** on a student (Client introduction & overview)

■ **Model** how you will think through what should be said and how you will write it out.

● **Say:** Now this is going to be different for each WOW! Client Team. I'll go ahead and do an example, but yours will be specific to your client. I want to share the most important information about my client. What is most important about our clients? What do you think?

● **Solicit answers:** Sample answers: their name, what they do for a living, their financial goal, their income.

● **Say:** These are all great ideas! If I am on <insert client name>'s team, then I might write the following:



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



- **Note:** the following example is left so that you can insert specifics for a group that is working with a certain client. If you have a WOW! Client Team that is struggling a little bit, then select that client to use as your example.
- **Write** the following bullets in the appropriate box (either on your handout that you are using an Elmo to display or on an enlarged handout).
 - Say: I was working this semester for <insert client name>. He/she works at <insert job/employer> and earns <insert income>.
 - Say: My client came to me with a financial goal. He/she wants to <insert financial goal>.
 - Say: After looking at <insert client's name> finances, I realized that reaching this goal was going to be difficult because <insert reasons: overspending, not saving, had debt, etc>. Even though it was difficult, my team and I were able to put together a comprehensive plan to solve these problems and help <insert client name> to reach his/her goal.
- **Give** 2-3 minutes for WOW! Client Teams to complete their individual Client Intro and overview section.
 - Tell teams that they can use what you wrote but insert their client's information, or they can change the wording to something they like better that hits the same points.
- **Shareback:** Have a few teams shareback what they put for what they would say to introduce their client and give an overview of their financial plan.
- **Support** students in completing the next row
 - **Say:** The next row is Budgets! This is a big section. Let's just tackle the first part first. "How a budget was created." What can we say about how we created the budgets for our clients?
 - **Solicit answers.** Sample points to highlight: we used category percentages to multiply with the income to get a general idea of what the client should be spending in each category.
 - **Say:** Talk with your teammates for a minute and write out a few things that you would like to say about HOW you created these budgets.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



- **Give** students ~3 minutes to work in their teams.
- **Shareback:** have a few teams shareback what they plan to say. If possible, have a teacher check in with each team to check for understanding and ensure they are ready to complete the remainder independently.
- **Facilitate:** Let's work in our groups to finish creating our presentations and the Presentation Planner handout. Fill in the column on the right with key points and concepts that you want to share.
 - **Give ~10 minutes** work time to the students. Circulate and check financial plan binders as well as presentation plans.
 - **Note:** If some students or some teams are not ready to complete this sheet independently, then have a co-teacher work separately with those students to continue walking through each row. Alternatively, continue facilitating the completion of this handout row by row for the whole class. This handout is the foundation of their presentations and it is crucial that students practice thinking through what they will say correctly.
- **Transition:** Now, it's time to practice our presentations!



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



Activity Three:

Prep & Practice for WOW! Presentation

(25 Minutes)

- **Teacher's Note:** *It is best to create these visuals on poster board or chart paper - not slides - so that they can all be posted and referenced during WOW! practice in the last three weeks.*

- **Say:** Before we start practicing our WOW! Presentations, let's recap all the skills we learned this semester about oral presentation. We observed a lot of them last week during our field trip, so let's make sure we all have a list to remember of the top skills to demonstrate.
 - **Review** this list of oral presentation skills
 - **Write** the list on a piece of posterboard titled "Oral Presentation Skills." Plan to bring this visual to the last 3 lessons:
 - Body language - stand up straight, don't wiggle, gesture with your hands
 - Eye contact - make eye contact with your audience
 - Speaking - good volume, clear pronunciation, use correct grammar
 - Use Visuals - add graphs, diagrams, and charts to help share info
 - Give evidence to support your recommendations to your client - see "Using Evidence Skills" visual (below)
 - **Review** this list of using evidence skills.
 - **Write** the list on a piece of posterboard titled "Using Evidence Skills." Plan to bring this visual to the last 3 lessons:
 - Give facts
 - Use numbers you've calculated
 - Connect to the goal
 - Cite reliable sources
 - For example: "If you want to reach your financial goal, you will need to save \$100 a month for the next 5 years. To make room for this, you will need to stop eating out so much and start cooking at home. You need to eat, but you can do so cheaper than you have been."

- **Say:** There are also some additional ideas for how you can give your presentation that professional polish.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



- **Review** this list of ways to give your presentation that professional polish
- **Write** the list on a piece of posterboard titled "Professional Polish." Plan to bring this visual to the last 3 lessons:
 - Dress professionally (review expectations for dress - school uniform? professional clothes?)
 - Note: If you are going to expect students to dress professionally, be clear about what they need to wear, when they need to bring it to school, and what will happen if students do not have professional dress. Consider what you will do if students genuinely don't have professional attire and cannot afford to buy any. Find out if students can wear their professional clothes all day or if they need to bring the clothes with them to change into after school. Determine where you will store the clothes and how you will keep them secure.
 - Begin with a professional introduction - if a big group, no handshake. If less than 3, shake hands and introduce yourself
 - Answering questions - say "I'd like to answer that." or "What a great question." (review how to transition to questions)
 - Note: Teach students what to say when they don't know the answer. Students can say, "That's a great question. I'll need to think more about it because I don't have an answer right now," or "That's interesting. I will need to do more research before I can answer it." This sounds much more professional than "I don't know" or "we didn't learn that," which are often students' defaults. Practice using these phrases and practice answering questions on the spot.
- **Facilitate:** Now that we have our client's financial plans, a solid start on planning what we're going to say in our presentations, and we've reviewed our oral presentation skills, let's jump into practicing our presentations.
 - Ideally during this time each WOW! Client Team is paired with a teacher who can work with the students on their presentation. If that isn't possible, you can have groups practice independently or with each other while you rotate.
 - **Explain** parameters for the WOW! practice that work for your situation. For example, amount of time per presentation, appropriate volume level, whether or not the students will be using a computer, handouts, or poster visuals, etc.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



- **Give 10-15 minutes** to students to practice.
 - Teachers should look for students to be demonstrating the oral presentation skills (good body language, clear speaking, referencing the visuals, giving facts to support claims, etc). Teachers can use the communication rubric for oral presentation to evaluate students performance.
 - Teachers should also look for accuracy of content in the financial plans, correct use of vocabulary, and clear explanation of concepts.
- **Transition:** Wonderful! Next week we will continue practicing for our WOW! presentation!

Assessment

Exit Ticket

(5 Minutes)

- **Teacher's Note:** *If you are playing music for your exit ticket time that the winning students have selected in the Hook, be sure to have it cued up prior to the Exit Ticket. Encourage students to nominate songs for the winners to choose between for next week by writing them on the back of their exit tickets.*
- **Teacher's Note:** *You will need to review the WOW! Client Teams' financial plans after class to assess mastery of the objective: **Create** a recommended financial plan for clients. You can put a post-it note in each one highlighting where you see exemplary work and listing improvements you would like the students to make in Week 9.*
- **Say:** Good class today! We have two more classes to practice for our WOW! before our big day! As we launch into this final preparation for our WOW! I want to make sure we are all on track. Let's look at our class tracker to see what we accomplished this week.
 - **Reveal** the WOW! Prep Tracker
 - **Check off** "Financial Plan binders created" and "Presentation Planner completed"
- Before we wrap up this week though I want to quickly make sure you all remember everything we learned today. Take this exit ticket and fill it out silently and individually.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*



- **Distribute** the exit ticket.
- **Monitor** student work.
- **Collect** the exit ticket as students finish.

Exit Ticket Questions:

1. What is one aspect of the WOW! that you are excited about?
2. Label the following statements as True or False
 - a. Our group will present 4 times. (False)
 - b. I will be responsible for leading 1 presentation (True)
 - c. If someone else is Lead Presenter, then I will not talk at all. (False)
 - d. As Lead Presenter, I share key information about each section of the role. (True)
3. What is the oral presentation skill that you need to work on most? (answers will vary)
4. Write out the first 3 sentences that you plan to say in your presentation. (answers will vary but should include an introduction and maybe client goal)



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #8: *Get Ready to WOW!*



Exit Ticket: Lesson #8

Name: _____

1) What is one aspect of the WOW! that you are excited about?

2) Label the following statements as True or False

- _____ Our group will present 4 times.
- _____ I will be responsible for leading 1 presentation
- _____ If someone else is Lead Presenter, then I will not talk at all.
- _____ As Lead Presenter, I share key information about each section of the role.

3) What is the oral presentation skill that you need to work on most?

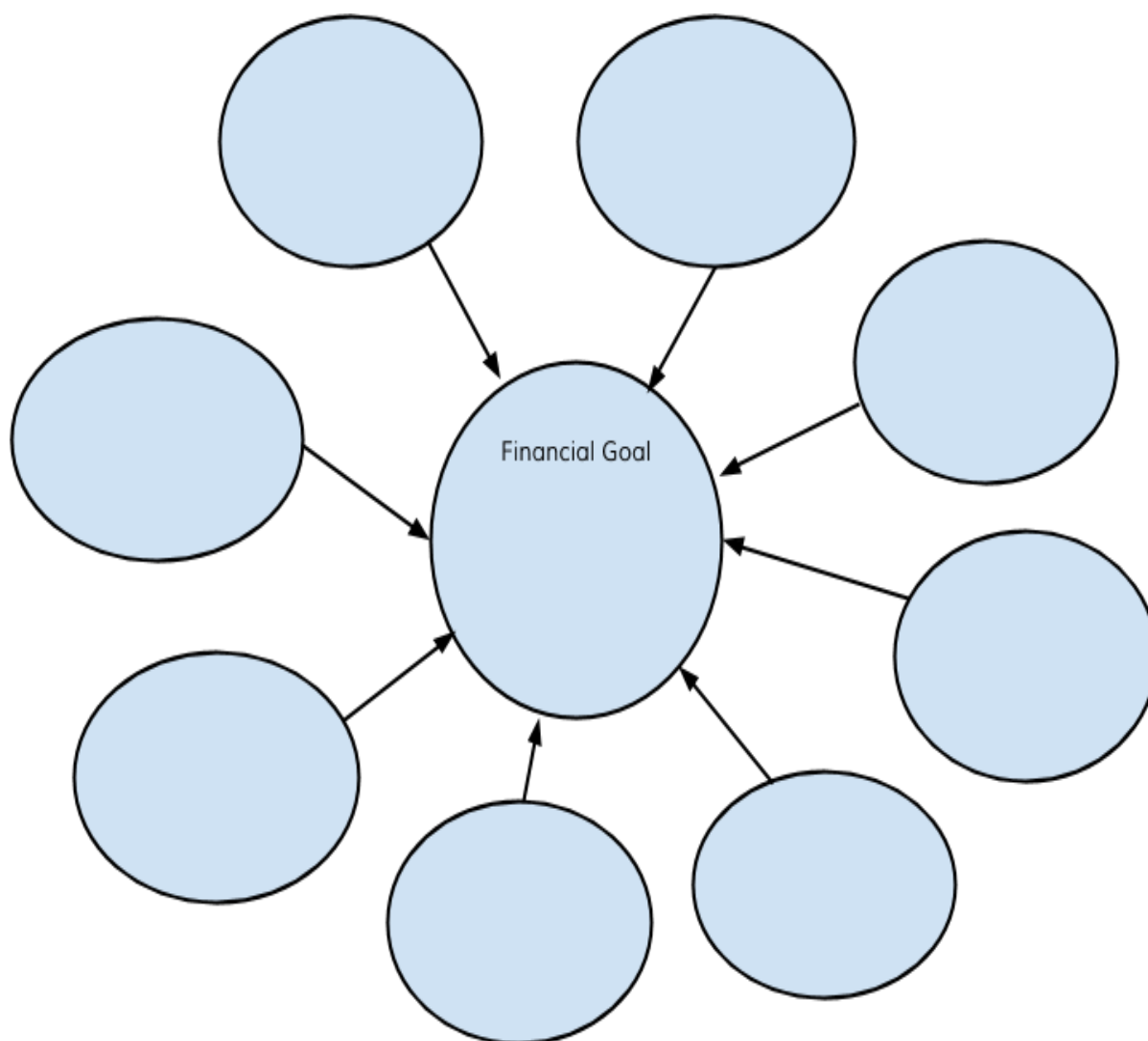
4) Write out the first 3 sentences that you plan to say in your presentation



WOW! Financial Plan Cover Page

Client Name: _____

Financial Advisor Names: _____





Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #8: *Get Ready to WOW!*



Presentation Planner Handout

Name: _____

| Section | What is it? | What do you want to say in this section? |
|--------------------------------|---|--|
| Professional introduction | Each student introduces himself/herself | |
| Client introduction & overview | One student gives a brief introduction of the client and his/her goal | |
| Budget (3 sub sections) | 1) How a budget was created 2) The analysis of spending 3) Recommended cuts to save the needed amount | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #8: *Get Ready to WOW!*



| | | |
|---------------------|--|--|
| | and pay off debt | |
| Investment Strategy | What will be done with investments to reach financial goal | |
| Close | How these components will help the client reach his/her goal | |
| Take Questions | Audience asks questions; students answer | |



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*

CITIZEN
SCHOOLS

WOW! Preparation Tracker

- Financial Plan Binders created
- Financial Plan Binders finalized and polished
- Presentation Planner completed
- Index Cards completed
- Rehearsal 1 completed
- Final rehearsal completed
- Professional outfit picked out
- Professional outfit brought to school
(if you're having students bring these outfits early)



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #8: *Get Ready to WOW!*





Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Lesson #9: *Get Ready to WOW!*



Essential Question

Which of the several universal or debatable questions for this unit will students consider in this lesson?

- What is the relationship between financial planning and happiness?

Lesson Overview

It's almost WOW! time! In this lesson students will prepare their oral presentations by creating index cards to cue their talking points, finalizing their financial plans binders, and practicing giving their presentations. This lesson is less structured than the previous lessons to allow you to tailor the time to fit your specific needs. By the end of the lesson, the students should be ready to give their WOW! presentations and which will leave lesson 10 for final touches.

Lesson Objectives

Standard #1: Citizen Schools students will make an effective oral presentation.

Lesson Objectives:

- **Understand** roles and logistics for the WOW!
- **Demonstrate** expectations for oral presentation in the categories of body language, eye contact, speaking, using visuals, and giving evidence
- **Practice** client presentation for the WOW! using index cards

Standard #2: Citizen Schools students will develop a personal financial plan.

Lesson Objectives:

- **Finalize** financial plans for clients including a recommended budget and investment strategy to reach a specific financial goal

Lesson Agenda

| | |
|------------|---|
| 10 Minutes | Hook: Lightning Round Review |
| 10 Minutes | Introduction to New Material: Using Index Cards |
| 20 Minutes | Activity 1: Finalizing Our Presentations |
| 20 Minutes | Activity 2: Final Financial Plans |
| 25 Minutes | Activity 3: Practice WOW! Presentation |



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #9: *Get Ready to WOW!*



5 Minutes

Assessment

Lesson Preparation

- Preparation:
 - Have space for students to sit at desks or at tables, but also have open space for the Lightning Round Review game at the beginning, and the oral presentation practice in Activity 3.
 - Using the song nominations from the exit tickets from Week 8, select 3 finalists for the winning team from the Lightning Round Review to pick from to be played during the exit ticket.
 - Review the WOW! Client Teams' financial plans between Week 8 and 9 to assess what needs to be done to finalize each financial plan. You can put a post-it note in each one highlighting where you see exemplary work and listing improvements you would like the students to make in Week 9. Keep a master list of needed improvements for your reference during work time and for a final check between Week 9 & 10.
 - Activity 3, the second to last practice for the WOW!, should be tailored to your specific WOW! parameters. In this lesson, this activity is left fairly vague to easily accommodate this modification.
- Co-teaching plan:
 - Activity 1 and 2 can be taught by two separate teachers simultaneously to half of the class and then switch groups. This will allow for more hands on work time and targeted attention. Consider splitting the class in half by ability as this will allow for some extension activities to be done with the group that is a little bit more advanced.
 - If you have multiple teachers, assign one to each WOW! Client Team (or one to two teams) to support throughout the apprenticeship. This will help keep groups on task, resolve misunderstandings quickly, and prepare high quality WOW! presentations.

Materials

- Chart paper or whiteboard
- Markers - for paper and/or whiteboard
- Visuals from Week 8: "Oral Presentation Skills" and "Professional Polish"



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #9: *Get Ready to WOW!*



- Index cards - up to 10 per student
- Envelope - one per student
- WOW! Client Folder ([LINK](#))
 - Client Profile Page
 - Final Client Recommended Budget handout
 - Client Expense Sheet
 - Investment Strategy handout
 - Graph calculations supporting the Investment Strategy
 - Client Debt Sheet
- WOW! Financial Plan materials (one per WOW! Client Team)
 - Binder
 - Hole punch
 - Extra sheets of paper
 - Dividers (optional)
- WOW! Financial Plan binder (one per WOW! Client Team)
 - WOW! Financial Plan Cover Page (Lesson 8)
 - Final Client Recommended Budget handout (Lesson 6)
 - Client's Expense Sheet (Lesson 3)
 - Investment Strategy handout (Lesson 5)
 - Graph calculations supporting the Investment Strategy handout (Lesson 5)
 - Client Debt Sheet (Lesson 6)
- Blank copies of all the handouts that make up the Financial Plan
- Exit Tickets - one per student
- Word Wall board
- WOW! Preparation Tracker
- Computer, speakers or something to play music

Hook: Lightning Round Review



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #9: *Get Ready to WOW!*



(10 Minutes)

- **Teacher's Note:** *This game may be getting stale now that it's been a few weeks. Change the dynamics to keep it fresh: switch the groups, go back to teachers vs students, hype up that these last three weeks will be a review of all concepts covered, turn it into jeopardy so not all questions are created equal, etc.*

- **Welcome** students back for the ninth week. If possible, greet students at the door as they come in. Shake their hand and ask them how their day is going. Model the professionalism you want to see during your apprenticeship and praise students who are demonstrating this professionalism via strong handshakes and good eye contact. Narrate what you're seeing and connect it to the upcoming WOW! For example "Nice handshake, Tamara! I can see you are getting ready to WOW! your audience!" or "Wonderful job, Joe! You are going to shine at the WOW!"

- **Facilitate:** Let's get started with our Lightning Round Review! We'll play as students vs. students! Here's how it's going to work:
 - **Note:** See Teacher's Note above for options on variations. Hype up that this is now a review of all concepts covered - not just the previous week.
 - Sample review questions
 - What are we doing for our WOW!?
 - Why is having a budget important?
 - What are some sample categories that you might have on your budget?
 - Give an example of a need.
 - Give an example of a want.
 - Why is overspending on your budget a problem?
 - Why is saving for big expenses important.
 - Why would you keep your money in a bank account instead of in a box or in your wallet?
 - How do you earn interest?
 - Why is it bad to go into debt?
 - What are things that you should consider borrowing money for?
 - What does it mean to be financially responsible?



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #9: *Get Ready to WOW!*



- What is one key skill of oral presentation?
- **Note:** Keep the game moving quickly and keep the spirit lighthearted. This is supposed to be fun AND a meaningful review. If a student doesn't remember, take the opportunity to remind everyone - chances are the students will have a hard time remembering much of it since the class was a week ago. Remember, they've been in a LOT of other classes in between your last and this class. Give hints, draw out answers, and review where necessary, but don't single out students that don't immediately recall. Use the game as an opportunity to build investment and understanding.
- **Transition:** Let's jump in - today we're getting ready to WOW! 'em! We only have today and one more lesson.

Introduction to New Material:

Using Index Cards

(10 Minutes)

- **Say:** Last week we created our Presentation Planner handouts to help us with our WOW! presentations. This week we're going to transfer our presentation plans to index cards to use during our WOW!
- **Say:** Let's review tips for using index cards during a presentation.
- **Write** these tips on the board
 - Have one index card per section
 - List key points you want to remember
 - Not a script to read
- **Say:** Each index card should just have a few points or words written on it. You also might put a symbol on it to remind yourself to reference a visual. This isn't something to write every word you plan to say or for you to read off of as you present.
- **Model:** Demonstrate good use of index cards (glance at the index cards, don't fidget with them) and poor use of index cards (hold in front of your face, look down at them, read off them, fidget with them).
 - **Debrief:** Ask students what they observed and what some of the differences between the "good"



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #9: *Get Ready to WOW!*

CITIZEN
SCHOOLS

use of index cards and the “poor” use of index cards were.

- **Transition:** Now let’s turn our Presentation Planner handouts into index cards that we’ll use for the WOW!



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #9: *Get Ready to WOW!*



Activity One: Finalizing Our Presentations (20 Minutes)

- **Teacher's Note:** *It is not recommended that you script the presentation for the students and work with them to memorize it. Although this will create a polished, professional presentation, it will not help students internalize what they've learned. If possible, let the students be students and say things in the way that they say them. As they practice, you can support them in becoming more articulate and professional in their explanations.*
- **Teacher's Note:** *Activity 1 and 2 can be taught by two separate teachers simultaneously to half of the class and then switch groups. This will allow for more hands on work time and targeted attention. Consider splitting the class in half by ability as this will allow for some extension activities to be done with the group that is a little bit more advanced.*
- **Transition** into WOW! client groups. This may involve rearranging the room or the student groupings.
- **Display** a copy of the Presentation Planner handout from Lesson 8 (this could be a large visual or use of an Elmo and projector depending on the technology available).
- **Say:** This is what we started creating our WOW! Presentations on last week. In the column on the right, you put notes, points, and comments about what you want to say in that section. To create our index cards we'll read through what we wrote last week, pull out the key points and items we don't want to forget (like specific numbers) and write those on the index card for that section.
 - **Use** an exemplary example from the students' work from the previous week.
 - **Write** on top of the first index card - "Professional Introduction." Number the index card #1.
 - **Model** what key points you would pull out from the text that they wrote about what they want to say for "Professional Introductions" and model how you would write those key points on an index card to remind yourself what to say.
 - **Repeat** with another index card and another student example for "Client Introduction." Number this index card #2.
 - **Repeat** with another index card and another student example for "Budgets." Ask for student input on what the key points are to share. Ask what this index card should be numbered. (#3)



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #9: *Get Ready to WOW!*



- **Repeat** if needed with additional student input.
- **Check for understanding:** Ask clarifying questions about what should go on an index card and what shouldn't in order to check for understanding.
- **Say:** It is very important that every student have his or her own set of index cards. Can anyone think of why that is?
 - **Solicit answers.**
 - **Review** that every student will need his or her own set of index cards because each student will take a turn being the Lead Presenter in his/her WOW! Client Team.
- **Handout** the completed Presentation Planner handouts from last week and 7-10 index cards for each student. Ask students to write their name on the back of EVERY index card. Give them an envelope for their index cards and ask them to also write their name on the envelope. Each student has their own set of index cards to use when they present. Under no circumstances should they share with their WOW! Client Team as this would undercut their own learning and practicing of the oral presentation skills and mastery of the content material.
- **Facilitate:** We're now going to work in our WOW! Client Teams to create our index cards for our WOW! presentations.
 - At the end of this work time, you'll have one index card for every section on the Presentation Planner:
 - Professional Introduction
 - Client Introduction & Overview
 - Budget (1-3 index cards)
 - how a budget was created
 - the analysis of spending
 - recommended cuts to save the needed amount and pay off debt
 - Investment Strategy
 - Close
 - Take Questions
 - **Give students 10 minutes work time**
 - Teachers should rotate around the room checking-in and supporting student work. If some students need more support or a more focused environment, have a co-teacher work with



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #9: *Get Ready to WOW!*



- a small group separately.
 - Support for special needs students may make this work time more productive. More cards to write out more or write larger may help some students while others may need more of a script provided for them.
- **Say:** Now we have our index cards and our presentations finalized. Let's review the difference between when we are the Lead Presenter or a Supporting Presenter.
 - **Say:** When you are the Lead Presenter, you will be using your index cards to facilitate the presentation of your financial plan. You'll follow the sequence of the presentation that we've practiced and you'll walk the audience through how you have set your client up for financial success. You'll rely heavily on your index cards, financial plan binder, and visuals to make sure you hit all your key points.
 - **Say:** When you are in the supporting role, however, you will not be talking anywhere near as much. Instead, you'll need your index cards to keep track of where the Lead Presenter is and what is coming up. You'll chime in here or there with an additional comment or reference to a visual, but otherwise, you'll let the Lead Presenter lead.
- **Say:** Ok, we're ready to practice!
- **Transition:** Now that we can all see a picture in our minds of what we're working towards and how awesome it's going to be, I guess we better get to work!



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #9: *Get Ready to WOW!*



Activity Two: Final Financial Plans (20 Minutes)

- **Teacher's Note:** *Your WOW! Client Teams may not need this time to get their final financial plans in order. If your students have significant recopying work or are missing handouts, they will need more time. If your students don't need this additional work time on their financial plan binders, you can use this time for extra presentation practice.*
- **Say:** Last week we created our financial plans for our clients. Some teams weren't able to finish creating professional quality documents to include in their plans in the amount of time we had provided, so we have another 20 minutes allocated today to finish up.
- **Review** the list of what should be in the financial plan: (See Lesson 8)
 - Cover sheet
 - Recommended Budget Handout
 - Client Expense Sheet
 - Investment Strategy
 - Any visuals, graphs, etc.
- **Give** students 10-15 minutes time to work on finalizing their financial plans.
 - If students finish early or they do not need more time to finish their binders, then they can begin practicing their presentations. If a co-teacher is available, he/she can work with a growing group as students finish or students can pair up and practice together.
- **Transition:** Now, it's time to practice our presentations!

Activity Three: Prep & Practice for WOW! Presentation (25 Minutes)



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #9: *Get Ready to WOW!*



- **Teacher's Note:** *If you have co-teachers, it is recommended that you assign one teacher to each group or one teacher to 2-3 groups for the WOW! client presentation preparation. Each teacher will then be well versed in each client and be able to support their students fully.*
- **Reveal** the visual from last week listing all the oral presentation skills.
 - Body language - stand up straight, don't wiggle, gesture with your hands
 - Eye contact - make eye contact with your audience
 - Speak - good volume, clear pronunciation, use correct grammar
 - Use Visuals - add graphs, diagrams, and charts to help share info
 - Give evidence to support your recommendations to your client
- **Facilitate:** Now that we have our final financial plan binders and the index cards for our presentations, let's practice!
 - Ideally during this time each WOW! client team is paired with a teacher who can work with the students on their presentation. If that isn't possible, you can have groups practice independently or with each other while you rotate.
 - **Explain** parameters for the WOW! practice that work for your situation
 - **Give 15-20 minutes** to students to practice.
 - Have each WOW! Client Team run through their whole presentation at least once. Rotate who is Lead Presenter every 5-7 minutes so that each student gets time to lead.
 - Have students practice using their index cards to know what to say when they are Lead Presenter and to follow along and perhaps add a comment or two when they are supporting presenters.
 - Teachers should use the communication rubric for oral presentation as they observe the students, coach them on their oral presentation, and check for the accuracy of their content mastery.
- **Transition:** Wonderful! Next week we will continue practicing for our WOW! presentation!

Assessment



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #9: *Get Ready to WOW!*



Exit Ticket (5 Minutes)

- **Teacher's Note:** *If you are playing music for your exit ticket time that the winning students have selected in the Hook, be sure to have it cued up prior to the Exit Ticket. Encourage students to nominate songs for the winners to choose between for next week by writing them on the back of their exit tickets.*

Say: Good class today! We only have one more class to practice for our WOW! before our big day! Next week we'll do a final run through and we'll play final jeopardy to celebrate the conclusion of a great semester! Next week we'll have an awesome party to celebrate all that we've accomplished this semester! First we'll have one more final full runthrough and then we'll have our celebration. Come ready to work so that we have plenty of party time Before we wrap up this week though I want to quickly make sure you all remember everything we learned today. Take this exit ticket and fill it out silently and individually.

- **Distribute** the exit ticket.
- **Monitor** student work.
- **Collect** the exit ticket as students finish.

Exit Ticket Questions:

1. Circle all the ways you DO want to use an index card.
Answer: Circle: glance at the index cards, don't fidget with them, list key points to remember, one index card per section.
2. List all the oral presentation skills you can remember.
Answer: See oral presentation skills visual and list

Exit Ticket: Lesson #9

Name: _____

- 1) Circle all the ways you DO want to use an index card.



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #9: *Get Ready to WOW!*



Glance at the index cards

Play with the index cards while speaking

Look down at the index cards

One index card per section

Write your script on it

Don't fidget with them

List key points to remember

Read off the index cards

2) List all the oral presentation skills you can remember.



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #10: *WOW! Time*



Essential Question

Which of the several universal or debatable questions for this unit will students consider in this lesson?

- What is the relationship between financial planning and happiness?

Lesson Overview

This lesson provides time for final WOW! practice and concludes with a fun celebration of all that has been learned and accomplished this semester. Students will face off in jeopardy for a final, festive review.

Lesson Objectives

Standard #1: Citizen Schools students will make an effective oral presentation.

Lesson Objectives:

- **Understand** roles and logistics for the WOW!
- **Demonstrate** expectations for oral presentation in the categories of body language, eye contact, speaking, using visuals, and giving evidence
- **Practice** client presentation for the WOW! using index cards

Lesson Agenda

| | |
|------------|---|
| 5 Minutes | Hook: Prepare for Jeopardy |
| 10 Minutes | Introduction to New Material: Final WOW! Practice |
| 40 Minutes | Activity 1: Practice WOW! Presentation |
| 30 Minutes | Activity 2: Jeopardy and Celebration |
| 5 Minutes | Assessment |

Lesson Preparation



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #10: *WOW! Time*



- Preparation:
 - Have space set aside for authentic WOW! practice. If you are having your WOW! on campus, it would be ideal to use the actual space for this final WOW! practice.
 - Plan to check-in on all logistical details for your WOW!
 - If you are having your WOW! off campus, prepare to review any additional logistical components of the event.
 - If you are requiring the students to wear professional attire, have you been clear about what they need to wear, when they need to bring it to school, and what will happen if students do not have professional dress?
 - Consider what you will do if students genuinely don't have professional attire and cannot afford to buy any.
 - Find out if students can wear their professional clothes all day or if they need to bring the clothes with them to change into after school.
 - Determine where you will store the clothes and how you will keep them secure.
 - Review the WOW! Client Teams' final financial plans between Week 9 and 10 to assess completion. If any team needs to make any further modifications, plan ahead to pull out that team to finish their plan. This may need to happen during Jeopardy and/or the celebration.
 - Activity 1, the final practice for the WOW!, should be tailored to your specific WOW! parameters. In this lesson, this activity is left fairly open ended to easily accommodate this modification.
 - Coordinate additional "guest rehearsal support." This support could be teachers who might be willing to stay late this day or speakers from the Field Trip who could coach students on their presentations, and the CTL/CD to observe and give kids encouragement.
 - Modify Jeopardy board questions to suit your class. Perhaps you need more/fewer questions or categories. See the questions for suggestions on modifications if needed.
 - Prepare a small celebration for your students to wrap up this final lesson - snacks, music, thank yous, etc. should be included.
- Co-teaching Plan:
 - If you have multiple teachers, assign one to each WOW! Client Team (or one to two teams) to support throughout the apprenticeship. This will help keep groups on task, resolve



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #10: *WOW! Time*



misunderstandings quickly, and prepare high quality WOW! presentations.

- If you have a WOW! Client Team that hasn't finished their financial plan at the end of Week 9 or that in your review you find modifications that they need to make, have a co-teacher facilitate a small group to complete this work during Jeopardy and the celebration.
- Assign a co-teacher to work with students who are significantly behind due to absences and maximize the time in this lesson to make sure 100% of the students are prepared.

Materials

- Chart paper or whiteboard
- Markers - for paper and/or whiteboard
- Visuals from Week 8: "Oral Presentation Skills" and "Professional Polish"
- Each students completed index cards
- Blank index cards for modifications
- WOW! Client Profile folder (with whatever is left in it)
- WOW! Financial Plan binder (one per WOW! Client Team)
 - WOW! Financial Plan Cover Page (Lesson 8)
 - FINAL Recommended Budget handout (Lesson 6)
 - Client's Expense Sheet (Lesson 3)
 - Investment Strategy handout (Lesson 5)
 - Graph calculations supporting the Investment Strategy handout (Lesson 5)
 - What to do about Debt (Lesson 6)
- Blank copies of all the handouts that make up the Financial Plan
- Jeopardy board and questions
- Treats for the celebration
- Exit Tickets - one per student
- Word Wall board
- Computer, speakers or something to play music



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #10: *WOW! Time*



Hook: Jeopardy

(5 Minutes)

- **Welcome** students back for the tenth and final week. If possible, greet students at the door as they come in. Shake their hand and ask them how their day is going. Model the professionalism you want to see during your apprenticeship.
- **Say:** Today we have a lesson that is in two parts. First - final WOW! practice! We have to buckle down and do some final authentic practice to prepare for our WOW! presentations. Let's put on those final touches and practice what we're going to say one last time. After we finish that, we'll finish off our semester with a rousing round of Jeopardy and a celebration party.
 - **Note:** Use this time to set expectations about what students need to accomplish in order to earn the celebration. Keeping kids invested in a full dress rehearsal will take effort. Let the Jeopardy game and celebration serve as incentives to work hard and stay focused during the WOW! practice.
- **Build excitement** for the game of Jeopardy and the party by deciding the teams now and sharing details about what will make the party exciting. This can include music, snacks, and other celebratory items. Perhaps you will play the top 10 most nominated songs from the semester or the top 10-15 money related music songs.
- **Transition:** Let's jump in - today we're getting ready to WOW! 'em! We only have today and then it is our WOW!

Introduction to New Material:

Final WOW! Prep

(10 Minutes)

- **Teacher's Note:** Use this time to review any final logistical prep details for the WOW! Review how the WOW! rotations will work and the number of people to which they will be presenting. Review what time the students should arrive, who they should invite, what they should be wearing, how long the WOW! will last, and any other logistical details.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #10: *WOW! Time*



- **Transition:** Now let's do one final practice run-through for our WOW!

Activity One: Practice WOW! Presentation (40 Minutes)

- **Teacher's Note:** *It is not recommended that you script the presentation for the students and work with them to memorize it. Although this would create a polished, professional presentation, it will not help students internalize what they've learned. If possible, let the students be students and say things in the way that they say them. As they practice, you can support them in becoming more articulate and professional in their explanations.*
- **Teacher's Note:** *Ideally this practice is as authentic as you can make it. Perhaps you facilitate this practice in the same space that the WOW! will be held. Have students set up and stand at the table or in the area where they will give their presentations for the WOW! If possible, have teachers represent the "audience" and rotate around the room hearing the different presentations. Give each student an opportunity to be the Lead financial advisor and give each student practice answering questions.*
- **Teacher's Note:** *All supporting materials should be available for students to use and reference during their practice today. For example, if teams will have tri-fold boards with graphs and posters to reference, then they should have them during this practice as well to practice using.*
- **Teacher's Note:** *It may be tough to keep students focused on a final practice run-through of the WOW! Use the following Jeopardy game and celebration to keep them invested. Pre-plan for what you will do in the event that students are not focused and not dedicated to the practice presentations. While it probably doesn't make sense to completely take away the Jeopardy game and celebration, you might set the expectation that the game will begin at a certain time and then delay if more work time is needed. For example, plan to begin the Jeopardy game at 5:00 pm and then, if students are off task, say, "Uh oh! If we aren't all on track, we won't be able to begin our Jeopardy game at 5:00 pm. We might have to keep rehearsing longer and won't get to start Jeopardy until 5:15 pm!"*
- **Facilitate:** Give instructions on how this WOW! practice will be conducted. Plan to make it as authentic as possible by giving each team the chance to present three times with the role of Lead Financial Advisor



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #10: *WOW! Time*



rotating to each student. Have an authentic audience (perhaps a co-teacher if available or a volunteer for the day) listen, provide feedback, and ask questions.

- **Review** all remaining details about the WOW! Ideally this should have been completed in the first ten minutes of the Intro to New Material. If any details merit this review, perhaps have one teacher conduct the review while another teacher sets up Jeopardy and the celebration.
- **Answer** all WOW! questions so that students know what to expect and know what is expected of them.
- **Transition:** Wonderful practice today everyone! We're now ready to WOW! Let's do our final review with our final Jeopardy and let's have our celebration!



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #10: *WOW! Time*



Activity Two: Jeopardy and Celebration (30 Minutes)

- **Teacher's Note:** Plan ahead to create a special celebration for your students. This might include snacks, decorations, and fun music.
- **Say:** This is our last week together in this apprenticeship! Let's see what you remember with a fun game of jeopardy!
- **Facilitate:** Divide the students up into the teams determined in the Hook. Decide which team will go first and explain the instructions:
 - Each team will have a chance to choose a question from the jeopardy board. After you read the question, that team will have a chance to answer their question. If they get it right, they get the points. If they get it wrong, the other teams have a chance to answer it. The first team to "buzz" will get the first chance and so on.
 - After all of the questions have been selected and answered, move on to Final Jeopardy. Allow each team to wager an amount of their choosing on one final question. After they have decided how much to wager, ask the final question. Each team will have one minute to write down their answer. After the appropriate time finishes, ask each team to reveal their answer to the Final Jeopardy question. Calculate the final scores and announce the winning team.
 - See the sample Jeopardy questions and materials at the end of this lesson.
 - **Note:** Ensure that each team has the opportunity to answer the same number of questions. For example, if you have 4 teams, you should have 16 or 20 questions. If you have 3 teams, it would be better to have 12 or 15 questions. Modify your Jeopardy board for your students and apprenticeship specifics.
- **Transition:** After Jeopardy concludes, award prizes and transition to the celebration party. If you have swag from your company to give to the students, this might be a good time to do so.
- **Note:** This is an ideal time to thank students for all their work this semester. Reiterate how proud you are of them and how excited you are for them to demonstrate their learning at the WOW!



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #10: *WOW! Time*



- **Note:** You may want to consider doing the exit ticket at the end of Jeopardy, before you transition to the party. Consider what will work best for the look and feel of your apprenticeship.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #10: *WOW! Time*



Assessment

Exit Ticket

(5 Minutes)

- **Teacher's Note:** *If you are playing music for your exit ticket time that the winning students have selected in the Hook, be sure to have it cued up prior to handing out the exit tickets. Encourage students to nominate songs for the winners to choose between for next week by writing them on the back of their exit tickets.*
- **Say:** Good class today! We are ready for our WOW! Before we wrap up this week though I want to quickly make sure you all remember everything we learned today. Take this exit ticket and fill it out silently and individually.
- **Distribute** the exit ticket.
- **Monitor** student work.
- **Collect** the exit ticket as students finish.

Exit Ticket Questions:

1. Match the following terms with their definitions by drawing a line from the term to the definition.
 - a. budget - a plan for how you will spend your money
 - b. interest on savings - extra money that you **earn** by putting money in savings or investments
 - c. interest on debt - extra money that you have to **pay** to borrow money
 - d. emergency fund - money that you save for things that come up like the car breaking down or losing your job
 - e. financially responsible - managing your money wisely so that you don't overspend on your budget and so that you have enough to pay for your needs and enough to save for your financial goals
 - f. need - something you have to buy to live your daily life



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Lesson #10: *WOW! Time*



2. What is one thing that you learned in this apprenticeship that you will use in your own life?

Answers will vary



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Lesson #10: *WOW! Time*



Exit Ticket: Lesson #10

Name: _____

1) Match the following terms with their definitions by drawing a line from the term to the definition.

| | |
|-------------------------|---|
| budget | extra money that you have to pay to borrow money |
| interest on savings | a plan for how you will spend your money |
| interest on debt | managing your money wisely so that you don't overspend on your budget and so that you have enough to pay for your needs and enough to save for your financial goals |
| emergency fund | extra money that you earn by putting money in savings or investments |
| financially responsible | something you have to buy to live your daily life |
| need | money that you save for things that come up like the car breaking down or losing your job |

2) What is one thing that you learned in this apprenticeship that you will use in your own life?



Jeopardy Questions

| Budgets | Needs vs Wants | Interest | Misc. |
|--|--|--|---|
| 100 Q: What is a budget? A: A plan for how you will spend your money | 100 Q: Are supplies for school a need or a want? A: a need | 100 Q: What is interest? A: Money that you earn if you're saving and money that you have to pay if you're borrowing money | 100 Q: <insert a question about the field trip> |
| 200 Q: What are 3 categories you might have on your budget? A: Housing, Transportation, Savings, etc. | 200 Q: What is a need? A: A need is something that you must spend money on. | 200 Q: How can you use money to make money? A: When you save your money you earn interest. | 200 Q: What is overspending? A: When someone spends too much in one category of their budget and then can't pay for everything in another category. |
| 300 Q: Why is having a budget important? A: Because if you don't have a budget you might overspend and not have enough money for your needs or your savings. | 300 Q: Give an example of a want and explain what a want is. A: A want is when you have something you want to buy but you don't have to have it. For example, fancy clothes or a meal at a restaurant. | 300 Q: Which is a better type of debt for you to have - credit card debt or school loans? why? A: School loans because they have a lower interest rate and because it's something that you need to spend money on. | 300 Q: What does it mean to be a financial advisor? A: It's a job that someone has where they help other people, clients, manage their money and reach their financial goals. |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Lesson #10: *WOW! Time*



| | | | |
|---|---|---|---|
| <p>400 Q: Explain the Category Percentages visual and what it means for budgets. (show visual) A: You multiply each % by the persons income to determine how much they should spend in each category.</p> | <p>400 Q: Why is it important to be able to tell the difference between a need and a want? A: Because if you think you need something but you really just want it, you might spend too much money on it and then not have enough money for something else that you really do need like food or going to the doctor.</p> | <p>400 Q: If you have a client who has 10,000 of credit card debt, what would you tell him to do and how would you convince him to do it? A: I would tell him he needs to prioritize paying off his debt. I would show him charts of how much he'll really pay over time and I'd show him how much interest is costing him.</p> | <p>400 Q: What education is needed to become a financial advisor? A: a college degree in finance or business is ideal and there are certificates that would be needed after that.</p> |
|---|---|---|---|

Final Jeopardy Question:

Q: What does it mean to be financially responsible?

A: To manage your money wisely so that you have enough for all your needs and to save towards your financial goals.

Jeopardy Modification Suggestions

- Add a column with questions about the WOW!
- Add a column specifically for saving and one for debt
- Add a column for vocabulary definitions (Hide the Word Wall!)
- Reduce the number of questions per category to 3 to accommodate more categories



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*



Client Folders [Cover Page]

This document includes the client folders for all four Secrets of a Millionaire clients: Cristóbal, Fabiola, Mae, and Cory. The Table of Contents will link you to both the Answer Key for each client – which includes each handout with correct answers and notes – as well as the blank student handouts. Below are notes on using the client folders.

In each lesson, students will get a new piece of information about their clients and will complete a new component of the financial plan for their WOW! The Table of Contents (on page two) indicates which handouts need to be printed and distributed to students and when.

Differentiation Notes for Each Handout:

1. **Client Profile Page** *This handout relies on prior literacy skills as students have a short window to read the handout during the lesson*
 - a. **Remediate** for novice readers by highlighting the Basic Facts and Financial Goal sections for students to focus on in class
 - b. **Enrich** for strong readers by deleting the answers to the Basic Facts and Financial Goal sections and asking student to fill in those sections from information in the paragraphs to demonstrate reading comprehension
2. **Recommended Budget** *This handout relies on some prior math skills (calculating percentages)*
 - a. **Remediate** by targeting novice math students to provide feedback as they practice
 - b. **Enrich** by challenging strong math students to complete without a calculator and show their work
3. **Client Expense Sheet** *This handout relies on prior math skills (addition/subtraction) and budget analysis*
 - a. **Remediate** by targeting novice math students to provide feedback as they add and subtract
 - b. **Enrich** by challenging strong math students to complete without a calculator and to provide strong rationales in the last column as to what changes they recommend (push for specific reasons)



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*

CITIZEN
SCHOOLS

4. **Investment Strategy and Graphs** *This handout relies on comprehension and synthesis of what has been learned so far*
 - a. **Remediate** for students who struggle with synthesis and long-term memory by highlighting the directions on the handout that direct them to previous handouts where they can find the information
 - b. **Enrich** by challenging students who finish early to complete the optional extension activity (calculate and graph the scenario). Create further extensions as needed.
5. **Client Debt Sheet** *This handout asks students to analyze new information, to make and justify trade-off*
 - a. **Remediate** for students struggling to put all the information together by encouraging peer discussion and asking questions that could scaffold students towards a choice/reasons (eg: "What's the downside of only paying the minimum payment each month?" or "How long would that option take to pay off?")
 - b. **Enrich** by asking fast finishers to complete the challenge question at the top (calculate and show work to illustrate how much extra the client would pay in interest given each option)
6. **Final Recommended Budget** *This handout relies on prior math skills and reasoning and literacy skills*
 - a. **Remediate** by prioritizing novice math students to give feedback on addition (when checking that their budget adds up) as well as reasoning and justification given for budget decisions
 - b. **Enrich** by asking fast finishers to use the space at the bottom of the handout to provide a written rationale of why they recommended the changes above and how it might affect their client



Client Folders [Table of Contents]

1. **Cristóbal Diaz** - - - - - *Pages 4-18*
 - a. Answer Key - - - - -
Pages 4-10
 - b. Student Handouts - - - - - *Pages 11-18*

2. **Fabiola Beauvais** - - - - - *Pages 19-33*
 - a. Answer Key - - - - - *Pages 19-25*
 - b. Student Handouts - - - - - *Pages 26-33*

3. **Mae Abello** - - - - - *Pages 34-48*
 - a. Answer Key - - - - - *Pages 34-40*
 - b. Student Handouts - - - - - *Pages 41-48*

4. **Cory DeShazer** - - - - - *Pages 49-63*



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



- a. [Answer Key](#) - - - - - *Pages 49-55*
- b. [Student Handouts](#) - - - - - *Pages 56-63*

5. WOW! Financial Plan for Cristóbal Diaz - - - - - *Pages 64-73*

(example of completed WOW! product)

Teacher Note: You can use the table below to determine which handouts from this document need to be printed and when for student use

| Lesson | Print | Page #s (Cristobal, Fabiola, Mae, Cory) |
|--------|--|--|
| 1 | Client Profile Pages from Student Handouts | 11, 26, 41, 56 |
| 2 | Client Recommended Budgets from Student Handouts | 12, 27, 42, 57 |
| 3 | Client Expense Sheets from Student Handouts | 13-15, 28-30, 43-45, 58-60 |
| 5 | Investment Strategy from Student Handouts | 16, 31, 46, 61 |
| 6 | Prior to lesson, print the investment | Print these directly from the online calculator (see |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



| | | |
|---|---|---|
| | strategy graphs that students made in Lesson Five | Lesson 5). Examples are given in the answer key handouts. |
| 6 | Client Debt Sheets from Student Handouts | 17, 32, 47, 62 |
| 6 | Final Client Recommended Budget from Student Handouts | 18, 33, 48, 63 |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



Cristóbal Diaz [Client Recommended Budget]

[Answer Key]

Financial Advisor Names: _____

Client Name: _____ **Cristóbal Diaz** _____

Client Monthly Income (After Taxes): _____ **\$4,000** _____

| Category | Recommended % Based on Income | Calculation | Recommended Amount to Spend in this Category |
|----------------|----------------------------------|-------------|--|
| Housing | 33% | | \$1,320 |
| Transportation | 20% | | \$800 |
| Food | 15% | | \$600 |
| Medical | 10% | | \$400 |
| Entertainment | 5% | | \$200 |
| Clothing | 2% | | \$80 |
| School | 5% | | \$200 |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | |
|---------|-----|--------------------|----------------|
| | | | |
| Savings | 10% | | \$400 |
| | | SUM TOTAL = | \$ 4000 |

Cristóbal Diaz [Client Expense Sheet] [Answer Key]

Client Name: Cristóbal Diaz

Client Monthly Income (After Taxes): \$4,000

| Category | Recommended Budget (use Recommended Budget Sheet) | Expenses for January | Total \$ Spent per category | Amount Overspent (if over) | Do you recommend any changes? If so, what? Why? |
|----------------|---|---|-----------------------------|----------------------------|--|
| Housing | \$1,320 | Apartment Rent = \$950 Utilities (Electricity, water, etc.) = \$140 Cable TV and Internet = \$260 | \$1385 | Overspent by \$65 | The cable and internet is more than all other utilities right now. Can they switch to a cheaper package? |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|-----------------------|--------------|---|--------------|---|--|
| | | Renters Insurance = \$35 | | | |
| Transportation | \$800 | Car payment = \$0 Car insurance = \$110 Gas = \$350 Taxi (\$20 to work when current car breaks down) = \$320 | \$780 | Under budget by \$20 but over spending on taxis | Even though they are under budget in transportation overall, they're spending almost half their monthly transportation budget on taxis when their car breaks down. Buying a new car should reduce this amount significantly in the long run. |

| Category | Recommended Budget (<i>find on Recommended Budget Sheet</i>) | Expenses for January | Total \$ Spent per category | Amount Overspent (<i>if over</i>) | Do you recommend any changes? If so, what? Why? |
|-----------------|---|-----------------------------|------------------------------------|--|--|
| Food | \$600 | Weekly | \$630 | \$30 over | If they are going to go |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|----------------|--------------|---|--------------|---------------------------|---|
| | | Groceries = \$400 Eating Out = \$175 Coffee and/or Snacks bought out = \$55 | | | out to eat this much they should reduce their grocery budget slightly (or go out to eat one less time each month) |
| Medical | \$400 | Health Insurance = \$195 Gym = \$175 Medicine = \$125 | \$395 | Under budget by \$5 | Well budgeted! |

| Category | Recommended | Expenses for | Total \$ | Amount | Do you recommend |
|----------|-------------|--------------|----------|--------|------------------|
|----------|-------------|--------------|----------|--------|------------------|



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | Budget (<i>find on Recommended Budget Sheet</i>) | January | Spent per category | Overspent (<i>if over</i>) | any changes? If so, what? Why? |
|----------------------|---|--|---------------------------|-------------------------------------|--|
| Entertainment | \$200 | Movies = \$80 Concerts = \$0 <i>Aquarium</i> = \$115 | \$195 | Underspent by \$5 | Well budgeted! |
| Clothing | \$80 | <i>Work Clothes</i> = \$50 <i>Leisure Clothes</i> = \$25 <i>Shoes</i> = \$150 <i>Accessories</i> = \$50 <i>Clothing Care</i> (<i>dry cleaning, alterations, etc.</i>) = \$30 | \$405 | \$225 over | There has been money for shoes and clothes in the past, but if they want to save to buy a new car the clothing budget has to change. Check with client to determine if shoes, accessories, and leisure clothes are needs or wants. |
| School | \$200 | <i>Student Loans</i> | \$210 | \$10 over | This amount is not |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|----------------|-------|---------------------|----------------|-------------|---|
| | | <i>from College</i> | | | changeable and is close |
| Savings | \$400 | <i>Bank Account</i> | \$0 | \$400 under | They need to start saving! |
| Overall | | <i>n/a</i> | <i>\$4,000</i> | | They live within their means overall, but clothing/housing are over |

Cristóbal Diaz [Investment Strategy]

[Answer Key]

Client Name Cristóbal Diaz

Financial Advisor Names: _____

1) We've decided that our client should save their money or invest it (circle one)

a savings account (1%)

Investments (10%)

2) Our client's goal is: (this info is on your client's profile sheet)



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*

CITIZEN
SCHOOLS

Our client's goal is to save \$30,000 in the next five years to buy a Subaru Outback as a family car now that he and his wife are thinking about having a baby.

3) In order to reach this goal, our client will need to save \$ 389 each month for 5 years.

Optional Extension

4) If your client saved an extra \$50 a month, how much quicker could he/she reach the goal?

If the client saved \$50 more a month he would have saved \$34,727 after five years and could either stop 10 months earlier or would have a surplus of almost \$5,000!

Cristóbal Diaz [Graphs of Investment Strategy]

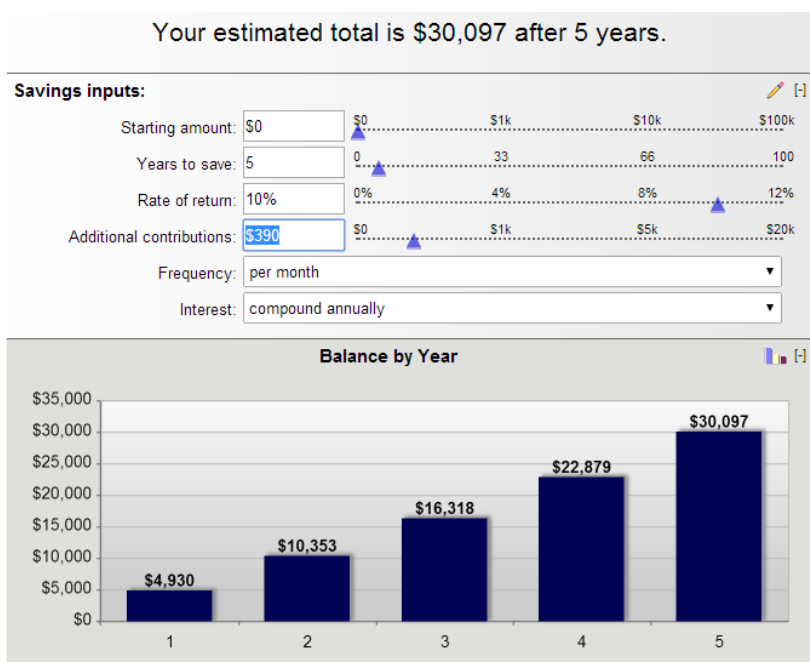
Teacher Note: *Students will use the online savings calculator in Lesson 5 to create graphs of the amount that their client should save each month,*



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



the interest rate they will receive, and the length of time they will need to save for to reach their financial goal. Below are examples of potential "amount saved" graphs.



Optional Extension:



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



Your estimated total is \$34,727 after 5 years.

Savings inputs:

| | | | | | |
|---------------------------|-------------------|-----|------|-------|--------|
| Starting amount: | \$0 | \$0 | \$1k | \$10k | \$100k |
| Years to save: | 5 | 0 | 33 | 60 | 100 |
| Rate of return: | 10% | 0% | 4% | 8% | 12% |
| Additional contributions: | \$450 | \$0 | \$1k | \$5k | \$20k |
| Frequency: | per month | | | | |
| Interest: | compound annually | | | | |





Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*

CITIZEN
SCHOOLS

Cristóbal Diaz [Client Debt Sheet] [Answer Key]

Cristóbal has, unfortunately, not paid off his credit card debt. He took out his first credit card when he was 18 to help with bills at home and then used it during college to pay for entertainment and clothes. He owes \$850 in credit card debt and has been paying the minimum monthly payments, but if he continues to pay the minimum amount it will take him three years to pay off and he will pay more than \$450 in interest.

If, however, Cristóbal pays \$85 a month, then he'll be able to pay it off in one year and will pay less than \$160 in interest! *Challenge question: how much would Cristóbal save with option two and with option three?*

| | Option One | Option Two | Option Three |
|--|------------|------------|--------------|
| Debt (<i>Credit Card Debt plus 18% interest rate</i>) | \$850 | \$850 | \$850 |
| Amount Client Pays | \$34/month | \$50/month | \$85/month |
| Number of Years | 3 years | 2 years | 1 year |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



| | | | |
|---|-------|-------|-------|
| Amount Client Will Pay in Interest | \$459 | \$306 | \$153 |
|---|-------|-------|-------|

1. Which option do you recommend for your client?
2. What are three reasons you will use to convince your client to take your recommendation?
3. Look back at your client's Expense Sheets and Recommended Budget. Where will you make cuts to accommodate this extra expense each month?

Teacher's Note: *Likely solutions include reducing the amount spent on clothing significantly and potentially the amount spent on taxis in the transportation budget and on rent.*



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*



Cristóbal Diaz [Client Profile Page]

This is your copy of your client's profile so feel free to write directly on this sheet anytime you see a fact or number you want to underline such as information that could be important about your client.

Client Name: Cristóbal Diaz

Monthly income: \$4,000 *(after taxes are deducted)*

Annual Income: \$48,000 *(after taxes are deducted)*

Basic Facts:

- **Age:** 26
- **Relationship/Family Status:** Married, no kids (yet!)
- **Job:** Nurse
- **Education:** Graduated from University of Texas at Austin

A Little About Me: Cristóbal Diaz grew up Dallas, Texas and studied at the school of Nursing at UT Austin (go Longhorns!) He grew up loving working with people and wanted to study something in undergrad that would set him up to have a career even if he moved to another city someday. After hearing that there is a shortage of registered nurses and reading about the solid incomes that lots of people in the medical field make, he decided to spend his four years in



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*



college working towards a Bachelor of Science in Nursing. After graduating in 2010, Cristóbal moved back to Dallas to be near his family and he got his first full-time job at Kindred Hospital Dallas. He is currently 26 and wants to be able to afford to have his first child with his wife, Cecilia, by next year. Cristóbal is not that open to big financial risks and really wants a safe, affordable car. He and his wife love to go to the Dallas World Aquarium in the summer and enjoy spending time outside in their city.

Financial Goal Background: Cristóbal and his wife Cecilia read on ConsumerReports.com that the Subaru Outback is a safe car that lasts a long time without needing many expensive repairs. They also like that it is big enough to hold a family and lots of stuff. They want to be able to buy a Subaru Outback to use as a family car and they believe \$30,000 should be enough for them to buy a new Subaru Outback in the next five years.

Financial Goal: Cristobal wants to buy the Subaru Outback car for \$30,000 in five years.



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



Cristóbal Diaz [Client Recommended Budget]

Financial Advisor Names: _____

Client Name: _____

Client Monthly Income (*After Taxes*): _____

| Category | Recommended % Based on Income | Calculation | Recommended Amount to Spend in this Category |
|----------------|-------------------------------------|-------------|--|
| Housing | 33% | | |
| Transportation | 20% | | |
| Food | 15% | | |
| Medical | 10% | | |
| Entertainment | 5% | | |
| Clothing | 2% | | |
| School | 5% | | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | |
|---------|-----|--------------------|--|
| Savings | 10% | | |
| | | SUM TOTAL = | |

Cristóbal Diaz [Client Expense Sheet]

Client Name: Cristóbal Diaz

Client Monthly Income (After Taxes): \$4,000

| Category | Recommended Budget (<i>find on Recommended Budget Sheet</i>) | Expenses for January | Total \$ Spent per category | Amount Overspent (if over) | Do you recommend any changes? If so, what? Why? |
|-----------------------|--|---|-----------------------------|----------------------------|---|
| Housing | | Apartment Rent = \$950 Utilities (Electricity, water, etc.) = \$140 Cable TV and Internet = \$260 Renters Insurance = \$35 | | | |
| Transportation | | Car payment = \$0 Car insurance = | | | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|--|--|---|--|--|--|
| | | \$110 Gas = \$350 Taxi (\$20 each way to work whenever their current car breaks down) = \$320 | | | |
|--|--|---|--|--|--|

| Category | Recommended Budget (<i>find on Recommended Budget Sheet</i>) | Expenses for January | Total \$ Spent per category | Amount Overspent (<i>if over</i>) | Do you recommend any changes? If so, what? Why? |
|----------------|--|--|-----------------------------|-------------------------------------|---|
| Food | | Weekly Groceries = \$400 Eating Out = \$175 Coffee and/or Snacks bought out = \$55 | | | |
| Medical | | Health Insurance = \$195 Gym = \$175 Medicine = \$125 | | | |



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*



| Category | Recommended Budget (<i>find on Recommended Budget Sheet</i>) | Expenses for January | Total \$ Spent per category | Amount Overspent (<i>if over</i>) | Do you recommend any changes? If so, what? Why? |
|---------------|--|--|-----------------------------|-------------------------------------|---|
| Entertainment | | Movies = \$80 Concerts = \$0 Miscellaneous (Aquarium) = \$115 | | | |
| Clothing | | Work Clothes = \$50 Leisure Clothes = \$25 Shoes = \$150 Accessories = \$50 Clothing Care (dry cleaning, | | | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|----------------|--|---------------------------------------|--|--|--|
| | | <i>alterations, etc.) = \$30</i> | | | |
| School | | <i>Student Loans from College</i> | | | |
| Savings | | <i>Bank Account</i> | | | |
| Overall | | <i>n/a</i> | | | |

Cristóbal Diaz [Investment Strategy]

Financial Advisor Names: _____

Client Name _____

1) We've decided that our client should save their money or invest it (circle one)

a savings account (1%)

Investments (10%)

2) Our client's goal is: (this info is on your client's profile sheet)



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*

CITIZEN
SCHOOLS

3) In order to reach this goal, our client will need to save \$_____ each month for ____ years.

Optional Extension

4) If your client saved an extra \$50 a month, how much quicker could he/she reach the goal?

Cristóbal Diaz [Client Debt Sheet]

Cristóbal has, unfortunately, not paid off his credit card debt. He took out his first credit card when he was 18 to help with bills at home and then used it during college to pay for entertainment and clothes. He owes \$850 in credit card debt and has been paying the minimum monthly payments, but if he continues to pay the minimum amount it will take him three years to pay off and he will pay more than \$450 in interest.



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



If, however, Cristóbal pays \$85 a month, then he'll be able to pay it off in one year and will pay less than \$160 in interest! *Challenge question: how much would Cristóbal save with option two and with option three?*

| | Option One | Option Two | Option Three |
|--|------------|------------|--------------|
| Debt (<i>Credit Card Debt plus 18% interest rate</i>) | \$850 | \$850 | \$850 |
| Amount Client Pays | \$34/month | \$50/month | \$85/month |
| Number of Years | 3 years | 2 years | 1 year |
| Amount Client Will Pay in Interest | \$459 | \$306 | \$153 |

1. Which option do you recommend for your client?
2. What are three reasons you will use to convince your client to take your recommendation?
3. Look back at your client's Expense Sheets and Recommended Budget. Where will you make cuts to accommodate this extra expense each month



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



Cristóbal Diaz [Final Client Recommended Budget]

Client Name: Cristóbal Diaz

Financial Advisor Names: _____

Client Monthly Income (After Taxes): \$4,000

| Category | Amount to Spend in this Category |
|----------------|----------------------------------|
| Housing | |
| Transportation | |
| Food | |
| Medical | |
| Entertainment | |
| Clothing | |
| School | |
| Savings | |
| Debt Payment | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | |
|--|--|
| <p>SUM TOTAL = \$</p> <p><i>(Should equal the monthly income)</i></p> | |
|--|--|

Fabiola Beauvais [Recommended Client Budget]

[Answer Key]

Financial Advisor Names: _____

Client Name: **Fabiola Beauvais**

Client Monthly Income *(After Taxes)*: **\$3,000**

| Category | Recommended % Based on Income | Calculation | Recommended Amount to Spend in this Category |
|----------------|----------------------------------|-------------|--|
| Housing | 33% | | \$990 |
| Transportation | 20% | | \$600 |
| Food | 15% | | \$450 |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | |
|---------------|-----|--------------------|----------------|
| Medical | 10% | | \$300 |
| Entertainment | 5% | | \$150 |
| Clothing | 2% | | \$60 |
| School | 5% | | \$150 |
| Savings | 10% | | \$300 |
| | | SUM TOTAL = | \$ 3000 |

Fabiola Beauvais [Client Expense Sheet] [Answer Key]

Client Name: Fabiola Beauvais

Client Monthly Income (After Taxes): \$3,000

| Category | Recommended Budget (find on Recommended Budget Sheet) | Expenses for January | Total \$ Spent per category | Amount Overspent (if over) | Do you recommend any changes? If so, what? Why? |
|----------|---|---------------------------------------|-----------------------------|----------------------------|---|
| Housing | \$990 | Apartment Rent = \$800 Utilities = | \$1065 | Overspent by \$75 | Fabiola is over budget by \$75 and lots of that cost is from utilities. Is it |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|-----------------------|--------------|---|--------------|------------------------------|--|
| | | \$160 Cable TV / Internet = \$90 Renters Insurance = \$15 | | | possible to lower the heat/gas bill? If not, she may have to think about moving to somewhere with slightly lower rent. |
| Transportation | \$600 | Bus Pass = \$70 Car insurance = \$130 Gas = \$120 Taxi (<i>when the busses don't run late at night</i>) = \$85 | \$405 | Under budget by \$195 | Fabiola is way under budget here! She seems to do a good job of taking public transportation and has her car paid off. |

| Category | Recommended Budget (<i>find on</i>) | Expenses for January | Total \$ Spent | Amount <i>Overspent</i> | Do you recommend any changes? If so, what? |
|----------|---------------------------------------|----------------------|----------------|-------------------------|--|
|----------|---------------------------------------|----------------------|----------------|-------------------------|--|



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | <i>Recommended Budget Sheet)</i> | | per category | <i>(if over)</i> | Why? |
|----------------|----------------------------------|--|---------------------|----------------------------|--|
| Food | \$450 | Weekly Groceries = \$320 Eating Out = \$160 Coffee and/or Snacks bought out = \$85 | \$565 | \$115 over | This is one of the most over-budget categories. Are all of the weekly groceries getting eaten given how often Fabiola eats out? If not, she could buy fewer groceries and/or pack her snacks. |
| Medical | \$300 | Health insurance = \$120 Proactive health costs (<i>taking care of teeth, gym membership, etc.</i>) = \$195 Miscellaneous health needs | \$330 | Over budget by \$30 | This category is only \$30 over, but most of the cost is coming from proactive health care like her gym membership. Is there another cheaper gym in the area that would reduce this category? Or she could switch to |



Core Apprenticeship Library
Apprenticeship Sector: Financial Education
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|--|--|--|--|--|--|
| | | <i>(buying Tylenol, Band aids, etc.)</i> = \$15 | | | a less expensive membership at the same gym. |
|--|--|--|--|--|--|

| Category | Recommended Budget <i>(use Recommended Budget Sheet)</i> | Expenses for January | Total \$ Spent per category | Amount Overspent <i>(if over)</i> | Do you recommend any changes? If so, what? Why? |
|---------------|--|--|-----------------------------|-----------------------------------|--|
| Entertainment | \$150 | <i>Movies = \$0 Concerts = \$200 Museums/ clubs = \$75</i> | \$275 | Over spent by \$125 | Fabiola is spending too much on concerts. Since these are something she loves, she should plan ahead for the ones she most wants each month. |
| Clothing | \$60 | <i>Work Clothes = \$0 Leisure Clothes = \$85 Shoes = \$55</i> | \$210 | \$150 over | Fabiola is spending over budget on clothes and most of it is for fun or to take care of her current clothes. She's going to need to buy |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|----------------|-------|--|------------|-------------|---|
| | | <i>Accessories</i> = \$0 <i>Dry cleaning</i> = \$70 | | | fewer leisure clothes, though she could still budget for some if she reduces her dry cleaning each month. |
| School | \$150 | <i>Brother's college costs=\$150</i> | \$150 | On budget | Well budgeted! |
| Savings | \$300 | <i>Bank Account = \$0</i> | \$0 | \$300 under | Needs to start saving |
| Overall | | <i>n/a</i> | <i>n/a</i> | \$3,000 | |

Fabiola Beauvais [Investment Strategy] [Answer

Key]

Financial Advisor Names: _____

Client Name Fabiola Beauvais _____

1) We've decided that our client should save their money or invest it (circle one)



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*

CITIZEN
SCHOOLS

a savings account (1%)

Investments (10%)

2) Our client's goal is: (this info is on your client's profile sheet)

Our client's goal is to save \$27,500 over the next 6 years to pay the down payment on the house she'd like to buy.

3) In order to reach this goal, our client will need to save \$285 each month for 6 years.

Optional Extension

4) If your client saved an extra \$50 a month, how much quicker could he/she reach the goal?

If the client saved \$50 more a month over her \$300/month budget she would have saved \$34,135 after six years and could either stop 10 months earlier or would have a surplus of almost \$5,000!

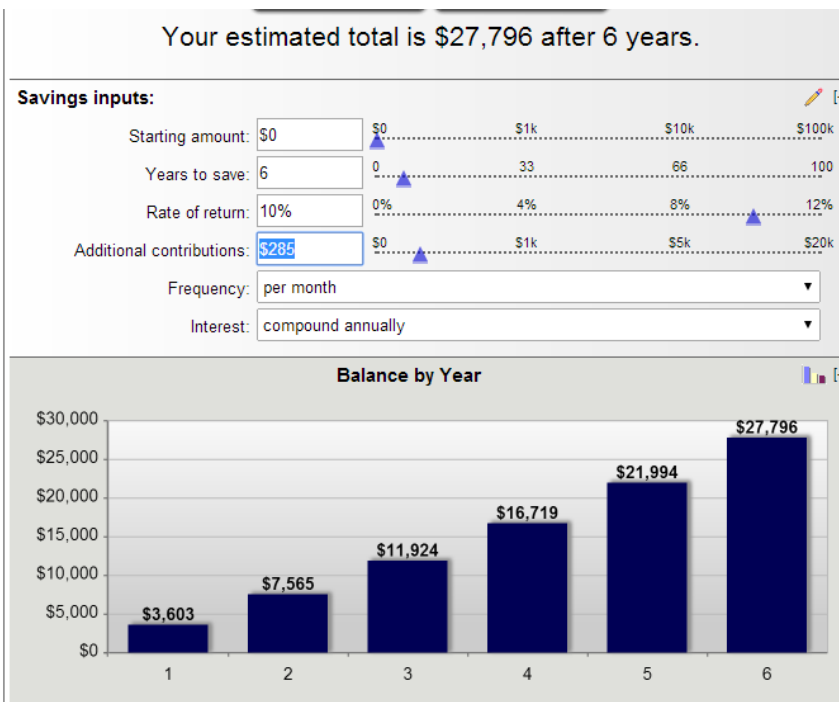


Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



Fabiola Beauvais [Graphs of Investment Strategy]

Teacher Note: *Students will use the online savings calculator in Lesson 5 to create graphs of the amount that their client should save each month, the interest rate they will receive, and the length of time they will need to save to reach their financial goal. Below are examples of potential “amount saved” graphs.*



Optional Extension:



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



Your estimated total is \$34,135 after 6 years.

Savings inputs:

| | | | | |
|---------------------------|--|-----------------------------------|------------------------------------|-------------------------------------|
| Starting amount: | <input type="text" value="\$0"/> | <input type="text" value="\$1k"/> | <input type="text" value="\$10k"/> | <input type="text" value="\$100k"/> |
| Years to save: | <input type="text" value="6"/> | <input type="text" value="33"/> | <input type="text" value="66"/> | <input type="text" value="100"/> |
| Rate of return: | <input type="text" value="10%"/> | <input type="text" value="4%"/> | <input type="text" value="8%"/> | <input type="text" value="12%"/> |
| Additional contributions: | <input type="text" value="\$350"/> | <input type="text" value="\$1k"/> | <input type="text" value="\$5k"/> | <input type="text" value="\$20k"/> |
| Frequency: | <input type="text" value="per month"/> | | | |
| Interest: | <input type="text" value="compound annually"/> | | | |





Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



Fabiola Beauvais [Client Debt Sheet] **[Answer Key]**

Fabiola has, unfortunately, not paid off her credit card debt. She took out her first credit card when she was 18 to help with bills at home and then used it during college to pay for entertainment and clothes. She owes \$300 in credit card debt and has been paying the minimum monthly payments, but if she continues to pay the minimum amount it will take her three years to pay off and she will pay more than \$150 in interest.

If, however, Fabiola pays \$30 a month, then she'll be able to pay it off in one year and will pay less than \$60 in interest! *Challenge question: how much would Fabiola save with option two and with option three?*

| | Option One | Option Two | Option Three |
|--|------------|------------|--------------|
| Debt (<i>Credit Card Debt plus 18% interest rate</i>) | \$300 | \$300 | \$300 |
| Amount Client Pays | \$13/month | \$17/month | \$30/month |
| Number of Years | 3 years | 2 years | 1 year |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



| | | | |
|---|-------|-------|------|
| Amount Client Will Pay in Interest | \$162 | \$108 | \$54 |
|---|-------|-------|------|

1. Which option do you recommend for your client?
2. What are three reasons you will use to convince your client to take your recommendation?
3. Look back at your client's Expense Sheets and Recommended Budget. Where will you make cuts to accommodate this extra expense each month?

Teacher's Note: *Likely solutions include reducing the amount spent on entertainment, clothing, and food significantly and potentially changing the amount they plan to spend on transportation since she is under budget by so much there.*



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*



Fabiola Beauvais [Client Profile Page]

This is your copy of your client's profile so feel free to write directly on this sheet anytime you see a fact or number you want to underline such as information that could be important about your client.

Client Name: Fabiola Beauvais

Monthly income: \$3,000 (*after taxes are deducted*)

Annual Income: \$36,000 (*after taxes are deducted*)

Basic Facts:

- **Age:** 26
- **Relationship/Family Status:** Single, no kids
- **Lives in:** Boston, Massachusetts
- **Job:** Computer Programmer
- **Education:** Graduated from Northeastern University

A Little About Me: Fabiola Beauvais' family moved from Port-au-Prince, Haiti to Boston, Massachusetts when she was nine years old. She is a proud Haitian and Bostonian (the city she's lived in since then.) After graduating from high school with a 3.9 grade point average (G.P.A.) and as the president of the drama club, Fabiola went to Northeastern University on a full ride (which



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*



means all of your tuition in college is paid for) through the Torch Scholarship. This was Fabiola's dream since the school allowed her to stay near home and because the school allows students to complete several internships with real businesses while they're in college. Through one of those internships Fabiola fell in love with coding and computer science. She decided to major in computer science. One of the best parts of learning those skills was that jobs that require them are increasingly available. After college, Fabiola became a Computer Programmer at the Massachusetts Institute of Technology (MIT) where she's worked for four years.

Financial Goal Background: In the last few years of working at a university, Fabiola realized that she is interested in becoming a professor someday and wants to stay in Boston long term. Since she'll be in Boston, Fabiola has started to think about buying her own house so that instead of paying rent on someone else's property, she could start paying for her own. Fabiola – who is 26 now – is confident that she wants to make this investment and to start soon. She has done some research and found that a two bedroom house in her neighborhood costs around \$137,500. She will need \$27,500 for the down payment.

Financial Goal: Fabiola wants to buy a house in Boston in 6 years. She will need \$27,500 for the down payment on the house.



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



Fabiola Beauvais[Client Recommended Budget]

Financial Advisor Names: _____

Client Name:

Client Monthly Income (*After Taxes*):

| Category | Recommended % Based on Income | Calculation | Recommended Amount to Spend in this Category |
|----------------|-------------------------------------|-------------|--|
| Housing | 33% | | |
| Transportation | 20% | | |
| Food | 15% | | |
| Medical | 10% | | |
| Entertainment | 5% | | |
| Clothing | 2% | | |
| School | 5% | | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



| | | | |
|----------------|-----|--------------------|-----------|
| Savings | 10% | | |
| | | SUM TOTAL = | \$ |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



Fabiola Beauvais [Client Expense Sheet]

Client Name: Fabiola Beauvais

Client Monthly Income (After Taxes): \$3,000

| Category | Recommended Budget (use Recommended Budget Sheet) | Expenses for January | Total \$ Spent per category | Amount Overspent (if over) | Do you recommend any changes? If so, what? Why? |
|-----------------------|---|---|-----------------------------|----------------------------|---|
| Housing | | Apartment Rent = \$800 Utilities = \$160 Cable TV / Internet = \$90 Renters Insurance = \$15 | | | |
| Transportation | | Bus Pass = \$70 | | | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|--|--|--|--|--|--|
| | | Car insurance = \$130 Gas = \$120 Taxi (<i>when the busses don't run late at night</i>) = \$85 | | | |
|--|--|--|--|--|--|

| Category | Recommended Budget (use Recommended Budget Sheet) | Expenses for January | Total \$ Spent per category | Amount Overspent (if over) | Do you recommend |
|-------------|---|---|-----------------------------|----------------------------|------------------|
| Food | | Weekly Groceries = \$320 Eating Out=\$160 Coffee and/or | | | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|----------------|--|---|--|--|--|
| | | Snacks bought out = \$85 | | | |
| Medical | | Health insurance = \$120 Proactive health costs <i>(teeth, gym, etc.)</i> = \$195 Miscellan- eous <i>(buying Tylenol, Band aids, etc.)</i> =\$15 | | | |

| Category | Recommended Budget <i>(use</i> | Expenses for January | Total \$ Spent per | <i>Amount</i> <i>Overspent (if</i> | Do you recommend any changes? If so, what? |
|----------|-----------------------------------|-------------------------|-----------------------|---------------------------------------|---|
|----------|-----------------------------------|-------------------------|-----------------------|---------------------------------------|---|



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| <i>Recommended Budget Sheet)</i> | | category | <i>over)</i> | Why? |
|----------------------------------|--|---|--------------|-------------|
| Entertainment | | <i>Movies = \$0 Concerts = \$200 Museums/ clubs = \$75</i> | | |
| Clothing | | <i>Work Clothes = \$0 Leisure Clothes = \$85 Shoes = \$55 Accessories = \$0 Dry cleaning = \$70</i> | | |
| School | | <i>Brother's college costs = \$150</i> | | |
| Savings | | <i>Bank Account = \$0</i> | | |
| Overall | | <i>n/a</i> | <i>n/a</i> | |



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*



| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*



Fabiola Beauvais [Investment Strategy]

Financial Advisor Names: _____

Client Name _____

1) We've decided that our client should save their money or invest it (circle one)

a savings account (1%)

Investments (10%)

2) Our client's goal is: (this info is on your client's profile sheet)

3) In order to reach this goal, our client will need to save \$_____ each month for _____ years.

Optional Extension

4) If your client saved an extra \$50 a month, how much quicker could he/she reach the goal?



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*

CITIZEN
SCHOOLS

Fabiola Beauvais [Client Debt Sheet]

Fabiola has, unfortunately, not paid off her credit card debt. She took out her first credit card when she was 18 to help with bills at home and then used it during college to pay for entertainment and clothes. She owes \$300 in credit card debt and has been paying the minimum monthly payments, but if she continues to pay the minimum amount it will take her three years to pay off and she will pay more than \$150 in interest.

If, however, Fabiola pays \$30 a month, then she'll be able to pay it off in one year and will pay less than \$60 in interest! *Challenge question: how much would Fabiola save with option two and with option three?*

| | Option One | Option Two | Option Three |
|--|------------|------------|--------------|
| Debt (<i>Credit Card Debt plus 18% interest rate</i>) | \$300 | \$300 | \$300 |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



| | | | |
|---|------------|------------|------------|
| Amount Client Pays | \$13/month | \$17/month | \$30/month |
| Number of Years | 3 years | 2 years | 1 year |
| Amount Client Will Pay in Interest | \$162 | \$108 | \$54 |

1. Which option do you recommend for your client?
2. What are three reasons you will use to convince your client to take your recommendation?
3. Look back at your client's Expense Sheets and Recommended Budget. Where will you make cuts to accommodate this extra expense each month?



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



Fabiola Beauvais [Final Client Recommended Budget]

Financial Advisor Names: _____

Client Name: Fabiola Beauvais

Client Monthly Income (*After Taxes*): \$3,000

| Category | Amount to Spend in this Category |
|----------------|----------------------------------|
| Housing | |
| Transportation | |
| Food | |
| Medical | |
| Entertainment | |
| Clothing | |
| School | |
| Savings | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | |
|--|----|
| Debt Payment | |
| SUM TOTAL = | \$ |
| <i>(Should equal the monthly income)</i> | |

Mae Abello [Client Recommended Budget] [Answer

Key]

Financial Advisor Names: _____

Client Name: Mae Abello _____

Client Monthly Income (After Taxes): \$2,800 _____

| Category | Recommended % Based on Income | Calculation | Recommended Amount to Spend in this Category |
|----------------|----------------------------------|-------------|---|
| Housing | 33% | | \$924 |
| Transportation | 20% | | \$560 |
| Food | 15% | | \$420 |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | |
|---------------|-----|--------------------|----------------|
| Medical | 10% | | \$280 |
| Entertainment | 5% | | \$140 |
| Clothing | 2% | | \$56 |
| School | 5% | | \$140 |
| Savings | 10% | | \$280 |
| | | SUM TOTAL = | \$ 2800 |

Mae Abello [Client Expense Sheet] [Answer Key]

Client Name: Mae Abello

Client Monthly Income (After Taxes): \$3,800

| Category | Recommended Budget (find on Recommended Budget Sheet) | Expenses for January | Total \$ Spent per category | Amount Overspent (if over) | Do you recommend any changes? If so, what? Why? |
|----------|---|------------------------|-----------------------------|----------------------------|---|
| Housing | \$924 | Apartment Rent = \$850 | \$985 | Overspent by | Mae keeps her utilities pretty low so the only |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|----------------|-------|---|-------|--------------------|--|
| | | Utilities <i>(Electricity, water, etc.)</i> = \$80 Cable TV and Internet = \$40 Renters Insurance = \$15 | | \$61 | change that we might be able to make here is for her to consider a cheaper apartment – if that is not possible, she will have to adjust her budget in other areas. |
| Transportation | \$560 | Car payment = \$150 Car insurance = \$125 Gas = \$160 Public Transportation = \$250 | \$785 | Overspent by \$225 | These transportation costs are way too high for Mae's budget. Right now she is spending a lot on her car and on public transportation. When does she use each? Could she cut down on one? (Ex: buy a smaller pass if she doesn't use it often) |

| Category | Recommended Budget <i>(find on Recommended)</i> | Expenses for January | Total \$ Spent per category | Amount Overspent <i>(if over)</i> | Do you recommend any changes? If so, what? Why? |
|----------|---|----------------------|-----------------------------|-----------------------------------|---|
|----------|---|----------------------|-----------------------------|-----------------------------------|---|



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| <i>Budget Sheet)</i> | | | | | |
|----------------------|--------------|--|--------------|--------------------------|--|
| Food | \$420 | Weekly Groceries = \$340 Eating Out = \$60 Coffee and/or Snacks bought out = \$0 | \$400 | \$20 under budget | Mae budgets her grocery shopping well! This could give her the wiggle-room she needs for her rent. |
| Medical | \$280 | Health insurance = \$135 Proactive health costs (<i>taking care of teeth, gym membership, etc.</i>) = \$120 <i>Miscellaneous health needs (buying Tylenol, Band aids, etc.)</i> = \$25 | \$280 | On budget | Well budgeted! No changes are necessary. |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| Category | Recommended Budget (<i>find on Recommended Budget Sheet</i>) | Expenses for January | Total \$ Spent per category | Amount Overspent (<i>if over</i>) | Do you recommend any changes? If so, what? Why? |
|----------------------|---|--|------------------------------------|--|--|
| Entertainment | \$140 | <i>Movies = \$80 Concerts = \$0 Miscellaneous = \$115</i> | \$195 | Underspent by \$5 | Well budgeted! No changes are necessary. |
| Clothing | \$56 | <i>Work Clothes = \$0 Leisure Clothes = \$25 Shoes = \$0 Accessories = \$10 Clothing Care (<i>dry cleaning, etc.</i>) = \$20</i> | \$55 | \$1 under budget | Well budgeted! No changes are necessary. |
| School | \$140 | <i>Student Loans from</i> | \$160 | \$20 over | While Mae is |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|----------------|-------|---------------------------|----------------|-------------|---|
| | | <i>College = \$210</i> | | budget | slightly over budget here, she might not have any choice if this is the min. amount she can pay on student loans. |
| Savings | \$280 | <i>Bank Account = \$0</i> | \$0 | \$280 under | Mae needs to start saving. |
| Overall | | <i>n/a</i> | <i>\$2,800</i> | | |

Mae Abello [Investment Strategy] [Answer Key]

Client Name Mae Abello --

Financial Advisor Names: _____

1) We've decided that our client should save their money or invest it (circle one)



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*

CITIZEN
SCHOOLS

a savings account (1%)

Investments (10%)

2) Our client's goal is: (this info is on your client's profile sheet)

Our client's goal is to save \$21,000 in the next five years to pay for a year-long trip to Sao Paolo, Brazil.

3) In order to reach this goal, our client will need to save \$273 each month for 5 years.

Optional Extension

4) If your client saved an extra \$50 a month, how much quicker could he/she reach the goal?

If the client saved \$50 more a month she would have saved \$25,467 after five years and could either stop 10 months earlier or would have a surplus of almost \$5,000!

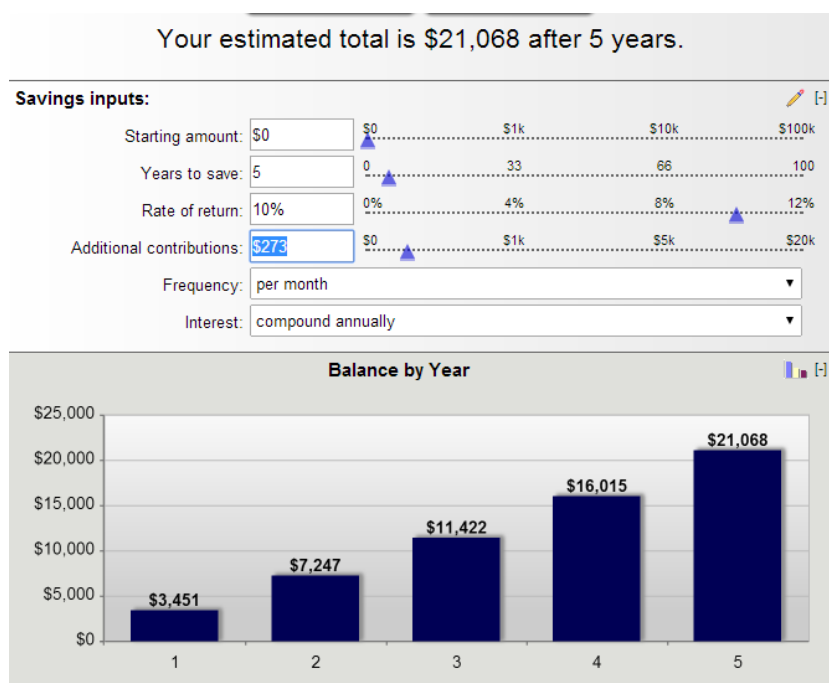
Mae Abello [Graphs of Investment Strategy]



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



Teacher Note: *Students will use the online savings calculator in Lesson 5 to create graphs of the amount that their client should save each month, the interest rate they will receive, and the length of time they will need to save to reach their financial goal. Below are examples of potential “amount saved” graphs.*



Optional Extension:



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



Your estimated total is \$25,467 after 5 years.

Savings inputs:

| | | | | | |
|---------------------------|------------------------------------|-----|------|-------|--------|
| Starting amount: | <input type="text" value="\$0"/> | \$0 | \$1k | \$10k | \$100k |
| Years to save: | <input type="text" value="5"/> | 0 | 33 | 66 | 100 |
| Rate of return: | <input type="text" value="10%"/> | 0% | 4% | 8% | 12% |
| Additional contributions: | <input type="text" value="\$330"/> | \$0 | \$1k | \$5k | \$20k |
| Frequency: | per month | | | | |
| Interest: | compound annually | | | | |

Balance by Year





Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*

CITIZEN
SCHOOLS

Mae Abello [Client Debt Sheet] [Answer Key]

Mae has, unfortunately, not paid off her credit card debt. She took out her first credit card when she was 18 to finance the rest of her college expenses like travel to and from campus since she was living at home. Mae owes \$350 in credit card debt and has been paying the minimum monthly payments, but if she continues to pay the minimum amount it will take her three years to pay off and she will pay more than \$180 in interest.

If, however, Mae pays \$50 a month, then she'll be able to pay it off in one year and will pay less than \$70 in interest! *Challenge question: how much would Mae save with option two and with option three?*

| | Option One | Option Two | Option Three |
|--|------------|------------|--------------|
| Debt (<i>Credit Card Debt plus 18% interest rate</i>) | \$350 | \$350 | \$350 |
| Amount Client Pays | \$14/month | \$20/month | \$50/month |
| Number of Years | 3 years | 2 years | 1 year |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



| | | | |
|---|-------|-------|------|
| Amount Client Will Pay in Interest | \$189 | \$126 | \$63 |
|---|-------|-------|------|

1. Which option do you recommend for your client?
2. What are three reasons you will use to convince your client to take your recommendation?
3. Look back at your client's Expense Sheets and Recommended Budget. Where will you make cuts to accommodate this extra expense each month?

Teacher's Note: *Likely solutions include reducing the amount spent on transportation significantly (maybe by choosing either public transportation pass or car costs) and potentially bringing down the amount spent on housing and/or food slightly.*



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*



Mae Abello [Client Profile Page]

This is your copy of your client's profile so feel free to write directly on this sheet anytime you see a fact or number you want to underline such as information that could be important about your client.

Client Name: Mae Abello

Monthly income: \$2,800 *(after taxes are deducted)*

Annual Income: \$33,600 *(after taxes are deducted)*

Basic Facts:

- **Age:** 24
- **Relationship/Family Status:** Single, no kids
- **Lives in:** Oakland, California
- **Job:** Coordinator at a Non-profit Organization
- **Education:** Graduated from University of California at San Francisco

A Little About Me: Mae Abello grew up in Oakland, California and became a community leader in local Filipino activism at a young age. She helped advocate for closer and faster access to public transportation when she was 11 – an effort that resulted in a free youth pass for everyone under 18 in her district. Mae loved the feeling of activism and stayed very involved with her



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*



home community when she started going to UC San Francisco for college. She took classes in lots of areas, but ended up designing her own major in the Humanities Department that allowed her to study Asian American and Pacific Islander activism in the United States. After college, Mae started working for a local non-profit as a coordinator – they focus on providing health services to people living in low-income areas of Oakland.

Financial Goal Background: It has always been Mae’s dream to go on a trip to another continent, and now that she turned 24 and is in the process of paying off her last college loan (in-state college tuition is such a great deal!) she would like to plan an extended trip to Sao Paulo, Brazil. Mae wants to be able to travel for a whole year to immerse herself in the culture and learn Portuguese when she goes, and so she plans on saving for eight or so years and so she can afford to take the time off of work and pay for the \$21,000 trip. Just like her dream-trip illustrates, Mae is very adventurous and wouldn’t mind investing if it meant there was a chance she could make more money in the long run.

Financial Goal: Mae would like to save \$21,000 in five years to take a year off of work and live in Brazil.



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



Mae Abello [Client Recommended Budget]

Financial Advisor Names: _____

Client Name: _____

Client Monthly Income (*After Taxes*): _____

| Category | Recommended % Based on Income | Calculation | Recommended Amount to Spend in this Category |
|----------------|-------------------------------------|-------------|---|
| Housing | 33% | | |
| Transportation | 20% | | |
| Food | 15% | | |
| Medical | 10% | | |
| Entertainment | 5% | | |
| Clothing | 2% | | |
| School | 5% | | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | |
|---------|-----|--------------------|-----------|
| Savings | 10% | | |
| | | SUM TOTAL = | \$ |

Mae Abello [Client Expense Sheet]

Client Name: Mae Abello

Client Monthly Income (After Taxes): \$3,800

| Category | Recommended Budget (<i>find on Recommended Budget Sheet</i>) | Expenses for January | Total \$ Spent per category | Amount Overspent (<i>if over</i>) | Do you recommend any changes? If so, what? Why? |
|----------------|--|---|-----------------------------|-------------------------------------|---|
| Housing | | Apartment Rent = \$850 Utilities (<i>Electricity, water, etc.</i>) = \$80 Cable TV and Internet = \$40 Renters Insurance | | | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|-----------------------|--|--|--|--|--|
| | | = \$15 | | | |
| Transportation | | Car payment = \$150 Car insurance = \$125 Gas = \$160 Public Transportation = \$250 | | | |

| Category | Recommended Budget (<i>find on Recommended Budget Sheet</i>) | Expenses for January | Total \$ Spent per category | Amount Overspent (<i>if over</i>) | Do you recommend any changes? If so, what? Why? |
|-----------------|---|--|------------------------------------|--|--|
| Food | | Weekly Groceries = \$340 Eating Out = \$60 Coffee and/or | | | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|----------------|--|--|--|--|--|
| | | Snacks bought out = \$0 | | | |
| Medical | | Health insurance = \$135 Proactive health costs (<i>taking care of teeth, gym membership, etc.</i>) = \$120 Miscellaneous health needs (<i>buying Tylenol, Band aids, etc.</i>) = \$25 | | | |

| Category | Recommended Budget (<i>find on</i> | Expenses for January | Total \$ Spent per | Amount <i>Overspent (if</i> | Do you recommend any changes? If so, |
|----------|-------------------------------------|----------------------|--------------------|-----------------------------|--------------------------------------|
|----------|-------------------------------------|----------------------|--------------------|-----------------------------|--------------------------------------|



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| <i>Recommended Budget Sheet)</i> | | category | <i>over)</i> | what? Why? |
|----------------------------------|--|--|--------------|-------------------|
| Entertainment | | <i>Movies = \$80</i> <i>Concerts = \$0</i> <i>Miscellaneous = \$115</i> | | |
| Clothing | | Work Clothes = \$0 Leisure Clothes = \$25 Shoes = \$0 Accessories = \$10 Clothing Care (dry cleaning, etc.) = \$20 | | |
| School | | <i>Student Loans from College = \$210</i> | | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|----------------|--|---------------------------|--|--|--|
| Savings | | <i>Bank Account = \$0</i> | | | |
| Overall | | <i>n/a</i> | | | |

Mae Abello [Investment Strategy]

Client Name _____

Financial Advisor Names: _____

1) We've decided that our client should save their money or invest it (circle one)

a savings account (1%)

Investments (10%)

2) Our client's goal is: (this info is on your client's profile sheet)

3) In order to reach this goal, our client will need to save \$ _____ each month for _____ years.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*

CITIZEN
SCHOOLS

Optional Extension

4) If your client saved an extra \$50 a month, how much quicker could he/she reach the goal?

Mae Abello [Client Debt Sheet]

Mae has, unfortunately, not paid off her credit card debt. She took out her first credit card when she was 18 to finance the rest of her college expenses like travel to and from campus since she was living at home. Mae owes \$350 in credit card debt and has been paying the minimum monthly payments, but if she continues to pay the minimum amount it will take her three years to pay off and she will pay more than \$180 in interest.

If, however, Mae pays \$50 a month, then she'll be able to pay it off in one year and will pay less than \$70 in interest! *Challenge question: how much would Mae save with option two and with option three?*



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



| | Option One | Option Two | Option Three |
|--|------------|------------|--------------|
| Debt (<i>Credit Card Debt plus 18% interest rate</i>) | \$350 | \$350 | \$350 |
| Amount Client Pays | \$14/month | \$20/month | \$50/month |
| Number of Years | 3 years | 2 years | 1 year |
| Amount Client Will Pay in Interest | \$189 | \$126 | \$63 |

1. Which option do you recommend for your client?
2. What are three reasons you will use to convince your client to take your recommendation?
3. Look back at your client's Expense Sheets and Recommended Budget. Where will you make cuts to accommodate this extra expense each month?



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



Mae Abello [Final Client Recommended Budget]

Financial Advisor Names: _____

Client Name: Mae Abello

Client Monthly Income (*After Taxes*): \$3,800

| Category | Amount to Spend in this Category |
|----------------|----------------------------------|
| Housing | |
| Transportation | |
| Food | |
| Medical | |
| Entertainment | |
| Clothing | |
| School | |
| Savings | |
| Debt Payment | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | |
|--|--|
| <p>SUM TOTAL = \$</p> <p><i>(Should equal the monthly income)</i></p> | |
|--|--|

Cory DeShazer [Client Recommended Budget]

[Answer Key]

Financial Advisor Names: _____

Client Name: Cory DeShazer

Client Monthly Income *(After Taxes)*: \$3,500

| Category | Recommended % Based on Income | Calculation | Recommended Amount to Spend in this Category |
|----------------|----------------------------------|-------------|--|
| Housing | 33% | | \$1,155 |
| Transportation | 20% | | \$700 |
| Food | 15% | | \$525 |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | |
|---------------|-----|--------------------|----------------|
| Medical | 10% | | \$350 |
| Entertainment | 5% | | \$175 |
| Clothing | 2% | | \$70 |
| School | 5% | | \$175 |
| Savings | 10% | | \$350 |
| | | SUM TOTAL = | \$ 3500 |

Cory DeShazer [Client Expense Sheet]

[Answer Key]

Client Name: Cory DeShazer

Client Monthly Income (*After Taxes*): \$3,500

| Category | Recommended Budget (<i>find on Recommended Budget Sheet</i>) | Expenses for January | Total \$ Spent per category | Amount Overspent (<i>if over</i>) | Do you recommend any changes? If so, what? Why? |
|----------|--|--------------------------------------|-----------------------------|-------------------------------------|--|
| Housing | \$1,155 | Apartment Rent = \$1200 Utilities | \$1425 | Overspent by \$270 | This housing budget is way over! Because so much of it goes to |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|-----------------------|--------------|---|--------------|--------------------------|---|
| | | (Electricity, water, etc.) = \$95 Cable TV and Internet = \$110 Renters Insurance = \$20 | | | rent, Cory needs to consider moving to an apartment that fits into his budget or needs to change his overall budget. |
| Transportation | \$700 | Public Transportation = \$150 Car Costs = \$0 Visits Out of the City = \$350 Taxis = \$220 | \$720 | Overspent by \$20 | Cory is just slightly over budget here and the largest categories are travel out of town and taxis – he just needs to keep track of these and cut himself off a little bit sooner. (This could also make up for high rent if needed.) |

| Category | Recommended Budget (find on Recommended) | Expenses for January | Total \$ Spent per category | Amount Overspent (if over) | Do you recommend any changes? If so, what? Why? |
|----------|--|----------------------|-----------------------------|----------------------------|---|
|----------|--|----------------------|-----------------------------|----------------------------|---|



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| <i>Budget Sheet)</i> | | | | | |
|----------------------|--------------|---|--------------|----------------------------|--|
| Food | \$525 | Weekly Groceries = \$160 Eating Out = \$380 Coffee and/or Snacks bought out = \$45 | \$585 | \$60 over | While Cory is over budget here, his biggest food expenditure is eating out, and so if he keeps track of how much he's spent he can just go out to eat 1-2 less times a month or to cheaper places. |
| Medical | \$350 | <i>Health insurance</i> = \$185 <i>Proactive health costs (taking care of teeth, gym membership, etc.)</i> = \$130 <i>Miscellaneous</i> | \$350 | Under budget by \$5 | Well budgeted! No changes are necessary. |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|--|--|---|--|--|--|
| | | <i>health needs (buying Tylenol, Band aids, etc.) = \$35</i> | | | |
|--|--|---|--|--|--|

| Category | Recommended Budget <i>(find on Recommended Budget Sheet)</i> | Expenses for January | Total \$ Spent per category | Amount Overspent <i>(if over)</i> | Do you recommend any changes? If so, what? Why? |
|----------------------|---|--|------------------------------------|--|--|
| Entertainment | \$175 | <i>Movies = \$0 Concerts = \$100 Miscellaneous (Museums/ clubs) = \$85</i> | \$185 | \$10 over budget | Well budgeted! No changes are necessary. (Although he could track his "miscellaneous" purchases and stop a little sooner.) |
| Clothing | \$70 | Work Clothes = \$0 Leisure Clothes= \$0 | \$60 | \$10 under budget | Well budgeted! No changes are necessary. |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|----------------|-------|---|------------|----------------|--|
| | | Shoes= \$0 Accessories= \$0 Clothing Care (dry cleaning, alterations, etc.) = \$60 | | | |
| School | \$175 | <i>Student Loans from College = \$175</i> | \$175 | On budget | Well budgeted! No changes are necessary. |
| Savings | \$350 | <i>Bank Account = \$0</i> | \$0 | \$350 under | Cory needs to start saving |
| Overall | | <i>n/a</i> | <i>n/a</i> | \$3,500 | |

Cory DeShazer [Investment Strategy] [Answer Key]

Client Name Cory DeShazer

Financial Advisor Names: _____

1) We've decided that our client should save their money or invest it (circle one)



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*

CITIZEN
SCHOOLS

a savings account (1%)

Investments (10%)

2) Our client's goal is: (this info is on your client's profile sheet)

Our client's goal is to save \$16,500 in the next four years to pay to go to graduate school to become certified to be a public school principal.

3) In order to reach this goal, our client will need to save \$337 each month for 4 years.

Optional Extension

4) If your client saved an extra \$50 a month, how much quicker could he/she reach the goal?

If the client saved \$50 more a month he would have saved \$19,595 after four years and could either stop 6 months earlier or would have a surplus of almost \$2,500!

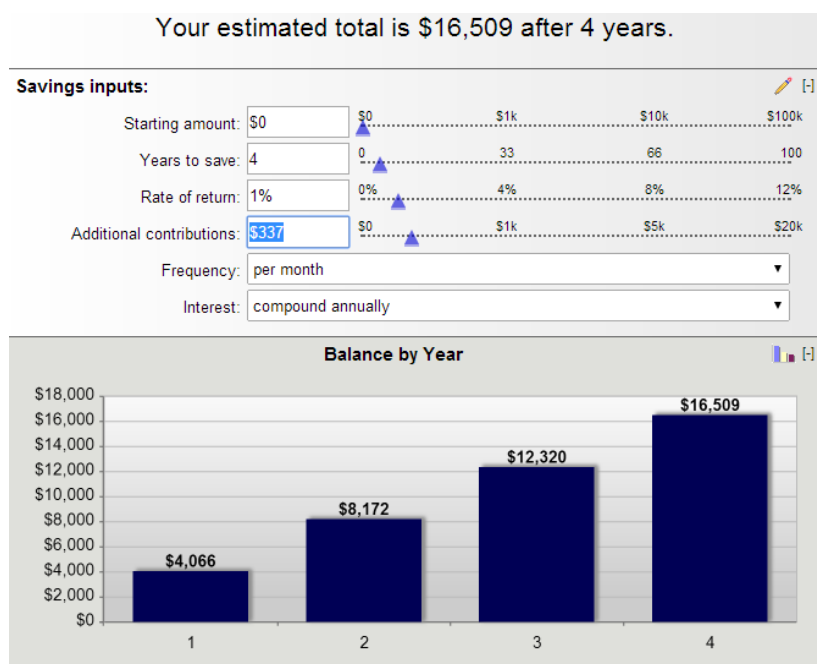
Cory DeShazer [Graphs of Investment Strategy]



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



Teacher Note: *Students will use the online savings calculator in Lesson 5 to create graphs of the amount that their client should save each month, the interest rate they will receive, and the length of time they will need to save to reach their financial goal. Below are examples of potential “amount saved” graphs.*



Optional Extension:



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*

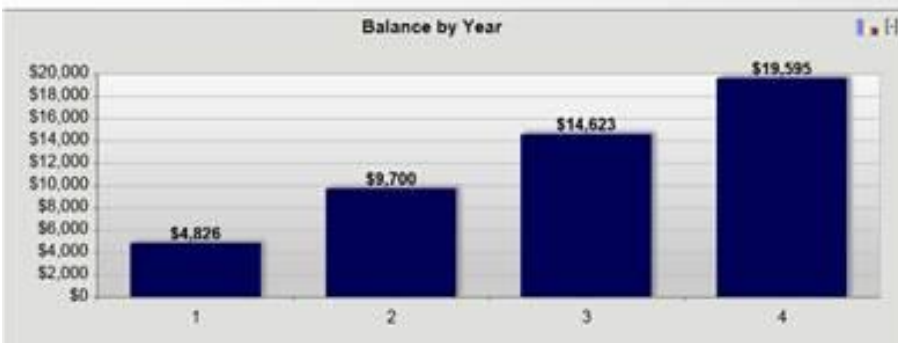


Your estimated total is \$19,595 after 4 years.

Savings inputs:

| | | | | | |
|---------------------------|-------|----|----|-----|------|
| Starting amount: | 50 | 10 | 5k | 10k | 100k |
| Years to save: | 4 | 0 | 33 | 66 | 100 |
| Rate of return: | 1% | 0% | 4% | 8% | 12% |
| Additional contributions: | \$400 | 50 | 1k | 5k | 20k |

Frequency: per month
Interest: compound annually





Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*



Cory DeShazer [Client Debt Sheet] [Answer Key]

Cory has, unfortunately, not paid off his credit card debt. He took out his first credit card when he was 18 to help pay for his expenses in college that weren't covered like his travel to and from school. He owes \$765 in credit card debt and has been paying the minimum monthly payments, but if he continues to pay the minimum amount it will take him five years to pay off and he will pay more than \$500 in interest.

If, however, Cory pays \$87.50 a month, then she'll be able to pay it off in one year and will pay less than \$150 in interest! *Challenge question: how much would Cory save with this plan?*

| | Option One | Option Two | Option Three |
|--|------------|------------|--------------|
| Debt (<i>Credit Card Debt plus 18% interest rate</i>) | \$765 | \$765 | \$765 |
| Amount Client Pays | \$30/month | \$43/month | \$75/month |
| Number of Years | 3.5 years | 2 years | 1 year |
| Amount Client Will Pay | | | |



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*



| | | | |
|--------------------|-------|-------|-------|
| in Interest | \$482 | \$275 | \$138 |
|--------------------|-------|-------|-------|

1. Which option do you recommend for your client?
2. What are three reasons you will use to convince your client to take your recommendation?
3. Look back at your client's Expense Sheets and Recommended Budget. Where will you make cuts to accommodate this extra expense each month?

Teacher's Note: *Likely solutions include reducing the amount spent on housing significantly potentially by suggesting the client move to an area more affordable within his budget, as well as bringing the food budget down slightly.*



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*

CITIZEN
SCHOOLS

Cory DeShazer [Client Profile Page]

This is your copy of your client's profile so feel free to write directly on this sheet anytime you see a fact or number you want to underline such as information that could be important about your client.

Client Name: Cory DeShazer

Monthly income: \$3,500 (*after taxes are deducted*)

Annual Income: \$42,000 (*after taxes are deducted*)

Basic Facts:

- **Age:** 32
- **Relationship/Family Status:** Single, no kids
- **Lives in:** New York City
- **Job:** teacher – wants to be a principal!
- **Education:** Graduated from Morehouse

A Little About Me: Cory DeShazer grew up in Brooklyn, New York City and loves his city. He was inspired in high school by director Spike Lee whose movies often depicted the lives of people in his own neighborhood. Through Lee's films, Cory learned about Historically Black Colleges (HBCUs) like Morehouse – the school that Spike Lee himself attended. Cory's dream became to



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*



go study there himself, and so he asked a school counselor to help him apply to their Coca-Cola Leadership Pre-College program during his sophomore year. It let him spend one week in Atlanta at Morehouse to get to know the college and give himself a foot up when he applied. He had an incredible undergraduate experience there and besides making some of the best friends and connections of his life, Cory discovered his passion: to work as a teacher in a high school and someday become a principal in his own neighborhood in New York City.

Financial Goal Background: Cory just turned 32 and has accomplished his goal of teaching for 10 years. The next step in his plan is to go to Columbia University's school of education for the Principal's Academy four years from now after he has gained experience working as a Vice Principal in his school. The program would cost him \$16,500 after the funding Cory would get from the school where he works.

Financial Goal: Cory would like to save up \$16,500 in the next 4 years to pay for the Principal Academy at Columbia.



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



Cory DeShazer [Client Recommended Budget]

Financial Advisor Names: _____

Client Name: Cory DeShazer

Client Monthly Income (After Taxes): \$3,500

| Category | Recommended % Based on Income | Calculation | Recommended Amount to Spend in this Category |
|----------------|----------------------------------|-------------|---|
| Housing | 33% | | |
| Transportation | 20% | | |
| Food | 15% | | |
| Medical | 10% | | |
| Entertainment | 5% | | |
| Clothing | 2% | | |
| School | 5% | | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | |
|----------------|-----|--------------------|-----------|
| | | | |
| Savings | 10% | | |
| | | SUM TOTAL = | \$ |

Cory DeShazer [Client Expense Sheet]

Client Name: Cory DeShazer

Client Monthly Income (After Taxes): \$3,500

| Category | Recommended Budget <i>(find on Recommended Budget Sheet)</i> | Expenses for January | Total \$ Spent per category | Amount Overspent <i>(if over)</i> | Do you recommend any changes? If so, what? Why? |
|----------------|--|---|-----------------------------|-----------------------------------|---|
| Housing | | Apartment Rent = \$1200 Utilities <i>(Electricity, water, etc.)</i> = \$95 Cable TV and | | | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|-----------------------|--|---|--|--|--|
| | | <i>Internet = \$110</i> <i>Renters Insurance = \$20</i> | | | |
| Transportation | | Public Transportation = \$150 Car Costs = \$0 Visits Out of the City = \$350 Taxis = \$220 | | | |

| Category | Recommended Budget <i>(find on Recommended Budget Sheet)</i> | Expenses for January | Total \$ Spent per category | Amount Overspent <i>(if over)</i> | Do you recommend any changes? If so, what? Why? |
|-----------------|---|--|------------------------------------|--|--|
| Food | | Weekly Groceries = \$160 Eating Out = | | | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|----------------|--|--|--|--|--|
| | | <p>\$380</p> <p>Coffee and/or Snacks bought out = \$45</p> | | | |
| Medical | | <p><i>Health insurance = \$185</i></p> <p><i>Proactive health costs (taking care of teeth, gym membership, etc.) = \$130</i></p> <p><i>Miscellaneous health needs (buying Tylenol, Band aids, etc.) = \$35</i></p> | | | |

| Category | Recommended Budget <i>(find on</i> | Expenses for January | Total \$ Spent | Amount Overspent <i>(if</i> | Do you recommend any changes? If so, |
|-----------------|---|-----------------------------|-----------------------|------------------------------------|---|
|-----------------|---|-----------------------------|-----------------------|------------------------------------|---|



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| <i>Recommended Budget Sheet)</i> | | <i>per category</i> | <i>over)</i> | <i>what? Why?</i> |
|----------------------------------|--|---|--------------|-------------------|
| Entertainment | | <i>Movies = \$0</i> <i>Concerts = \$100</i> <i>Miscellaneous</i> <i>(Museums/ clubs) = \$85</i> | | |
| Clothing | | <i>Work Clothes = \$0</i> <i>Leisure Clothes= \$0</i> <i>Shoes= \$0</i> <i>Accessories= \$0</i> <i>Clothing Care (dry cleaning, alterations, etc.) = \$60</i> | | |
| School | | <i>Student Loans from College = \$175</i> | | |
| Savings | | <i>Bank Account = \$0</i> | | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



Overall

n/a

n/a

Cory DeShazer [Investment Strategy]

Client Name _____

Financial Advisor Names: _____

1) We've decided that our client should save their money or invest it (circle one)

a savings account (1%)

Investments (10%)

2) Our client's goal is: (this info is on your client's profile sheet)

3) In order to reach this goal, our client will need to save \$ _____ each month for _____ years.



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*

CITIZEN
SCHOOLS

Optional Extension

4) If your client saved an extra \$50 a month, how much quicker could he/she reach the goal?

Cory DeShazer [Client Debt Sheet]

Cory has, unfortunately, not paid off his credit card debt. He took out his first credit card when he was 18 to help pay for his expenses in college that weren't covered like his travel to and from school. He owes \$765 in credit card debt and has been paying the minimum monthly payments, but if he continues to pay the minimum amount it will take him five years to pay off and he will pay more than \$500 in interest.

If, however, Cory pays \$87.50 a month, then she'll be able to pay it off in one year and will pay less than \$150 in interest! *Challenge question: how much would Cory save with this plan?*

Option One

Option Two

Option Three



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



| | | | |
|--|------------|------------|------------|
| Debt (<i>Credit Card Debt plus 18% interest rate</i>) | \$765 | \$765 | \$765 |
| Amount Client Pays | \$30/month | \$43/month | \$75/month |
| Number of Years | 3.5 years | 2 years | 1 year |
| Amount Client Will Pay in Interest | \$482 | \$275 | \$138 |

1. Which option do you recommend for your client?
2. What are three reasons you will use to convince your client to take your recommendation?
3. Look back at your client's Expense Sheets and Recommended Budget. Where will you make cuts to accommodate this extra expense each month?



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



Cory DeShazer [Final Client Recommended Budget]

Financial Advisor Names: _____

Client Name: Cory DeShazer

Client Monthly Income (*After Taxes*): \$3,500

| Category | Amount to Spend in this Category |
|----------------|----------------------------------|
| Housing | |
| Transportation | |
| Food | |
| Medical | |
| Entertainment | |
| Clothing | |
| School | |
| Savings | |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*

**CITIZEN
SCHOOLS**

| | |
|--|--|
| Debt Payment | |
| SUM TOTAL = \$ | |
| <i>(Should equal the monthly income)</i> | |

Cristóbal Diaz [WOW! Financial Plan]

<All sample student text is in red>

Client Name **Cristóbal Diaz**

Financial Advisor Names _____



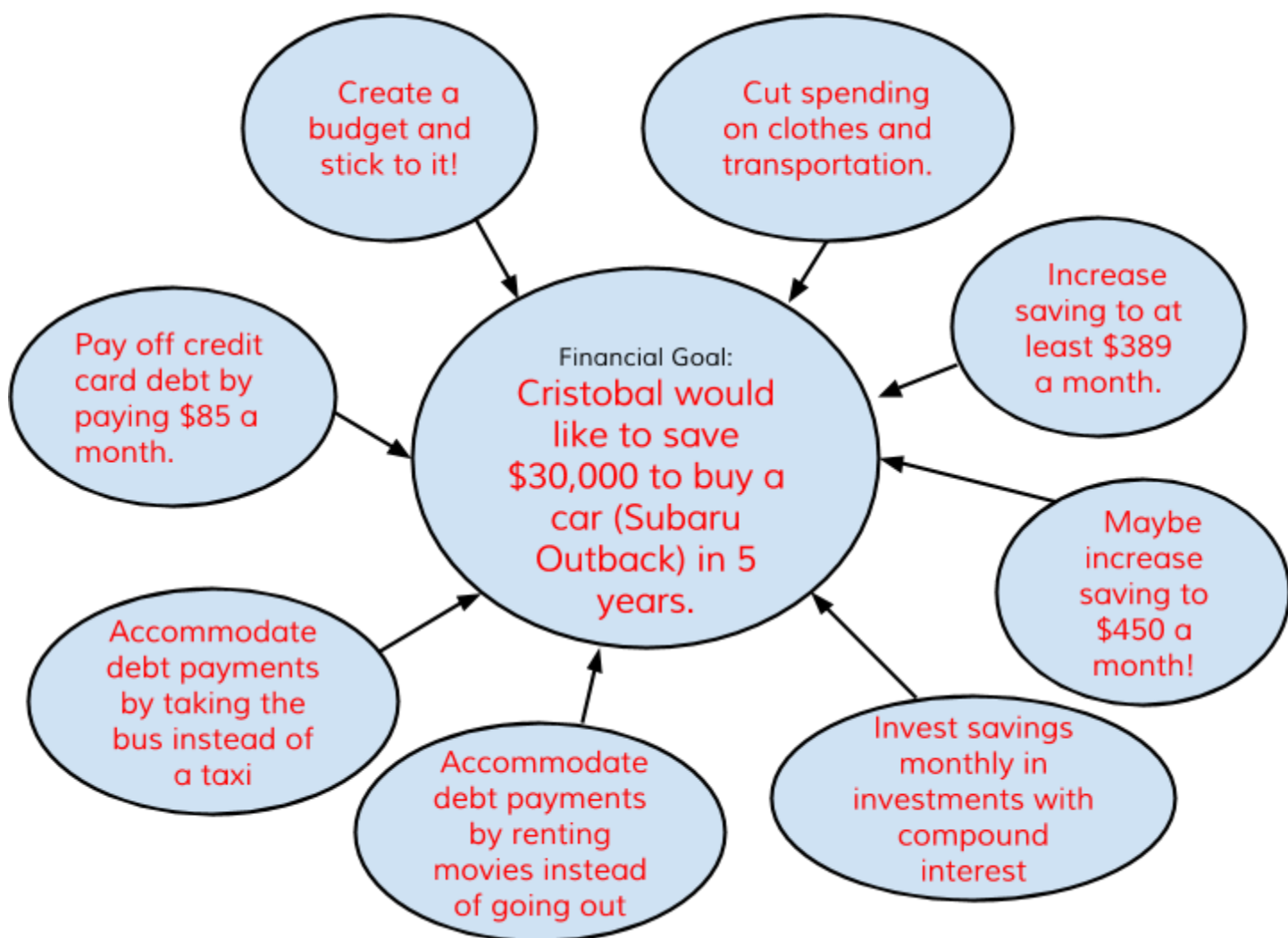
Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*

CITIZEN
SCHOOLS





Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



Cristóbal Diaz [Final Client Recommended Budget]

Client Name: Cristóbal Diaz

Financial Advisor Names: _____

Client Monthly Income (After Taxes): \$4,000

| Category | Amount to Spend in this Category | Explain changes made to accommodate the debt payment |
|----------------|----------------------------------|--|
| Housing | \$1,320 | |
| Transportation | \$765 | Plan to take public transportation instead of a taxi sometimes (\$35) |
| Food | \$600 | |
| Medical | \$400 | |
| Entertainment | \$160 | Cut movies by half - rent a movie instead! (\$40) |
| Clothing | \$80 | |
| School | \$200 | |
| Savings | \$390 | Cristobal will still meet his financial goal if he saves \$10 less per month. This savings of \$10 can go towards the debt payment for the first |



Core Apprenticeship Library
 Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | |
|--|----------------------|---|
| | | year and then he should consider saving \$20 extra per month for the following year to "catch up " (\$10) |
| Debt Payment | \$85 (for one year!) | |
| SUM TOTAL = <i>(Should equal the monthly income)</i> | \$4,000 | |

Cristóbal Diaz [Client Expense Sheet]

Client Name: Cristóbal Diaz

Client Monthly Income *(After Taxes)*: \$4,000

| Category | Recommended Budget <i>(use Recommended Budget Sheet)</i> | Expenses for January | Total \$ Spent per category | Amount Overspent (if over) | Do you recommend any changes? If so, what? Why? |
|----------|---|----------------------|-----------------------------|----------------------------|---|
| Housing | \$1,320 | Apartment Rent = | \$1385 | Oversp | The cable and internet is |



Core Apprenticeship Library
Apprenticeship Sector: Financial Education
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|-----------------------|-------|--|-------|--|--|
| | | \$950 Utilities (<i>Electricity, water, etc.</i>) = \$140 Cable TV and Internet = \$260 Renters Insurance = \$35 | | ent by \$65 | more than all other utilities right now. Can they switch to a cheaper package? |
| Transportation | \$800 | Car payment = \$0 Car insurance = \$110 Gas = \$350 Taxi (<i>\$20 to work when current car breaks down</i>) = \$320 | \$780 | Under budget by \$20 but overspending on taxis | Even though they are under budget in transportation overall, they're spending almost half their monthly transportation budget on taxis when their car breaks down. Buying a new car should reduce this amount significantly in the long run. |

| Category | Recommended Budget (<i>find on Recommended Budget Sheet</i>) | Expenses for January | Total \$ Spent per category | Amount Overspent (<i>if over</i>) | Do you recommend any changes? If so, what? Why? |
|----------|--|----------------------|-----------------------------|-------------------------------------|---|
|----------|--|----------------------|-----------------------------|-------------------------------------|---|



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*



| | | | | | |
|----------------|--------------|--|--------------|----------------------------|---|
| Food | \$600 | Weekly Groceries = \$400 Eating Out = \$175 Coffee and/or Snacks bought out = \$55 | \$630 | \$30 over | If they are going to go out to eat this much they should reduce their grocery budget slightly (or go out to eat one less time each month) |
| Medical | \$400 | Health Insurance = \$195 Gym = \$175 Medicine = \$125 | \$395 | Under budget by \$5 | Well budgeted! |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| Category | Recommended Budget <i>(find on Recommended Budget Sheet)</i> | Expenses for January | Total \$ Spent per category | Amount Overspent <i>(if over)</i> | Do you recommend any changes? If so, what? Why? |
|----------------------|--|--|-----------------------------|-----------------------------------|--|
| Entertainment | \$200 | Movies = \$80 Concerts = \$0 Aquarium = \$115 | \$195 | Underspent by \$5 | Well budgeted! |
| Clothing | \$80 | Work Clothes = \$50 Leisure Clothes = \$25 Shoes = \$150 Accessories = \$50 Clothing Care <i>(dry cleaning, alterations,</i> | \$405 | \$225 over | There has been money for shoes and clothes in the past, but if they want to save to buy a new car the clothing budget has to change. Check with client to determine if shoes, accessories, and |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
 Unit Guide: *Secrets of a Millionaire*
 Appendix- *Secrets of a Millionaire*



| | | | | | |
|----------------|-------|-----------------------------------|---------|-------------|---|
| | | <i>etc.) = \$30</i> | | | leisure clothes are needs or wants. |
| School | \$200 | <i>Student Loans from College</i> | \$210 | \$10 over | This amount is not changeable and is close |
| Savings | \$400 | <i>Bank Account</i> | \$0 | \$400 under | They need to start saving! |
| Overall | | <i>n/a</i> | \$4,000 | | They live within their means overall, but clothing/housing are over |

Cristóbal Diaz [Investment Strategy]

Client Name Cristóbal Diaz

Financial Advisor Names: _____

1) We've decided that our client should save their money or invest it (circle one)

a savings account (1%)

Investments (10%)



Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*

CITIZEN
SCHOOLS

2) Our client's goal is: (this info is on your client's profile sheet)

Our client's goal is to save \$30,000 in the next five years to buy a Subaru Outback as a family car now that he and his wife are thinking about having a baby.

3) In order to reach this goal, our client will need to save \$389 each month for 5 years.

He could save the full \$400 and end up with almost \$1000 extra!

Optional Extension

4) If your client saved an extra \$50 a month, how much quicker could he/she reach the goal?

If the client saved \$50 more a month he would have saved \$34,727 after five years and could either stop 10 months earlier or would have a surplus of almost \$5,000!

Cristóbal Diaz [Graphs of Investment Strategy]

Minimum Cristobal can save and meet his goal of saving \$30k in 5 years:



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



Your estimated total is \$30,097 after 5 years.

Savings inputs:

Starting amount: \$0 \$1k \$10k \$100k

Years to save: 0 33 66 100

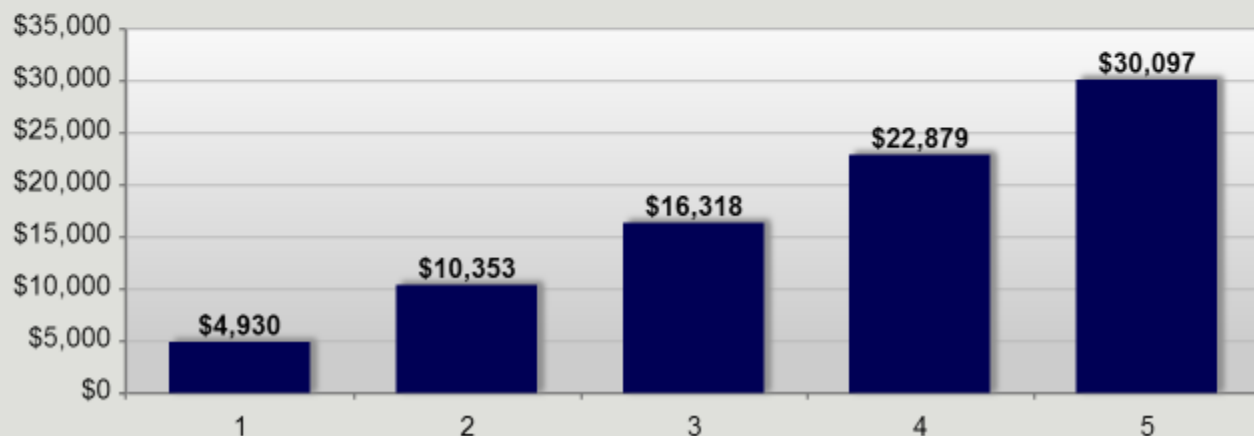
Rate of return: 0% 4% 8% 12%

Additional contributions: \$0 \$1k \$5k \$20k

Frequency: ▾

Interest: ▾

Balance by Year



If cristobal saves his full 10% each month:



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



Your estimated total is \$30,869 after 5 years.

Savings inputs:

| | | | | | |
|---------------------------|--|-----|------|-------|--------|
| Starting amount: | <input type="text" value="\$0"/> | \$0 | \$1k | \$10k | \$100k |
| Years to save: | <input type="text" value="5"/> | 0 | 33 | 66 | 100 |
| Rate of return: | <input type="text" value="10%"/> | 0% | 4% | 8% | 12% |
| Additional contributions: | <input type="text" value="\$400"/> | \$0 | \$1k | \$5k | \$20k |
| Frequency: | <input type="text" value="per month"/> | | | | |
| Interest: | <input type="text" value="compound annually"/> | | | | |

Balance by Year





If he could save an extra \$50 a month:

Your estimated total is \$34,727 after 5 years.

Savings inputs:

| | | | | | |
|---------------------------|--|----------------------------------|-----------------------------------|------------------------------------|-------------------------------------|
| Starting amount: | <input type="text" value="\$0"/> | <input type="range" value="0"/> | <input type="text" value="\$1k"/> | <input type="text" value="\$10k"/> | <input type="text" value="\$100k"/> |
| Years to save: | <input type="text" value="5"/> | <input type="range" value="0"/> | <input type="text" value="30"/> | <input type="text" value="60"/> | <input type="text" value="100"/> |
| Rate of return: | <input type="text" value="10%"/> | <input type="range" value="0%"/> | <input type="text" value="4%"/> | <input type="text" value="8%"/> | <input type="text" value="12%"/> |
| Additional contributions: | <input type="text" value="\$450"/> | <input type="range" value="0"/> | <input type="text" value="\$1k"/> | <input type="text" value="\$5k"/> | <input type="text" value="\$20k"/> |
| Frequency: | <input type="text" value="per month"/> | | | | |
| Interest: | <input type="text" value="compound annually"/> | | | | |

Balance by Year





Core Apprenticeship Library

Apprenticeship Sector: *Financial Education*

Unit Guide: *Secrets of a Millionaire*

Appendix- *Secrets of a Millionaire*

CITIZEN
SCHOOLS

Cristóbal Diaz [Client Debt Sheet]

Cristóbal has, unfortunately, not paid off his credit card debt. He took out his first credit card when he was 18 to help with bills at home and then used it during college to pay for entertainment and clothes. He owes \$850 in credit card debt and has been paying the minimum monthly payments, but if he continues to pay the minimum amount it will take him three years to pay off and he will pay more than \$450 in interest.

If, however, Cristóbal pays \$85 a month, then he'll be able to pay it off in one year and will pay less than \$160 in interest! *Challenge question: how much would Cristóbal save with option two and with option three?*

| | Option One | Option Two | Option Three |
|--|------------|------------|--------------|
| Debt (<i>Credit Card Debt plus 18% interest rate</i>) | \$850 | \$850 | \$850 |
| Amount Client Pays | \$34/month | \$50/month | \$85/month |
| Number of Years | 3 years | 2 years | 1 year |



Core Apprenticeship Library
Apprenticeship Sector: *Financial Education*
Unit Guide: *Secrets of a Millionaire*
Appendix- *Secrets of a Millionaire*



| | | | |
|---|-------|-------|-------|
| | | | |
| Amount Client Will Pay in Interest | \$459 | \$306 | \$153 |

1. Which option do you recommend for your client? **We recommend Option 3 - pay it off in one year.**
2. What are three reasons you will use to convince your client to take your recommendation?
 - 1 - Cristobal will save almost \$300 in interest.
 - 2 - Once he's paid it off, he can either spend that \$85 a month on something else or save it!
 - 3 - Cristobal's credit score will start getting better after he has paid the credit card off. That might help in buying the car too.
3. Look back at your client's Expense Sheets and Recommended Budget. Where will you make cuts to accommodate this extra expense each month
We will have to cut his entertainment/movie budget and reduce taking taxis. Or he could cut back further on eating out...