



Your Financial Future



Your Financial Future

The Your Financial Future apprenticeship was created through the collaboration volunteer Citizen Teachers with Bank of America and Citizen Schools. In the apprenticeship, students will learn to speak the language of personal finance in this apprenticeship. They will build an understanding of financial planning and decision making by engaging in tasks in preparation for the WOW! where they will advise three clients on how to develop a financial plan. Along the way they will learn strategies on how to spend and save from financial pros.

Standards and Objectives

Citizen Schools Standard: Citizen Schools students will demonstrate the ability to use reasoning processes to evaluate

Citizen Schools Standard: Citizen Schools students will make an effective oral presentation

Citizen Schools Standard: Citizen Schools students will use a problem solving process to approach and issue systematically

Lesson Objectives

- Identify the idea, situation, or item to be evaluated
- Use various types of reasoning (inductive, deductive, etc) as appropriate to the situation
- Analyze how individual elements impact outcomes in complex systems
- Effectively analyze and evaluate evidence,
- Arguments, claims and beliefs
- Synthesize and make connections between information and arguments
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Lesson Objectives

- Speak loudly enough for the audience to understand
- Speak slowly enough for the audience to understand
- Speak clearly enough for the audience to understand
- Present information using eye contact when speaking in public
- Present information using hand gestures when speaking in public
- Present information using good body posture when speaking public
- Effectively use visual aids in a presentation

Lesson Objectives

- Define data, analysis, observation, inference, and conclusion
- Identify and analyze data in everyday life
- Analyze data sets by observing the data for trends or outliers
- Analyze data sets by making inferences from observations
- Analyze data sets by identifying gaps or additional questions
- Draw concrete conclusions from data sets

Guiding Question

Why is financial planning and decision making important to ensuring financial success throughout life?

Assessment (WOW!)

PERFORMANCE: Students will run a “financial help” booth, and advise three clients on how to develop a financial plan. The financial plan will do the following: determine current financial position, set financial goals, identify and decide what financial actions need to be taken. How much should the client spend and save? How should the client use credit, if at all? And what steps should the client take towards making investments and saving for retirement? These are all questions that students will answer while completing the WOW! for Your Financial Future

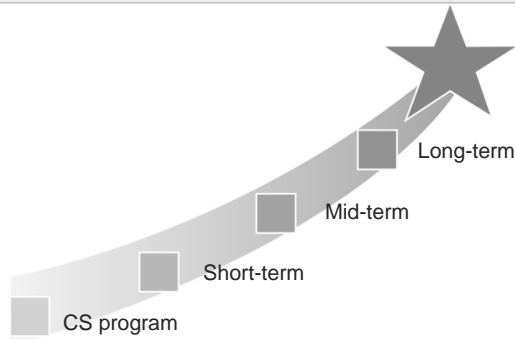
Basic Unit Plan

Week	Connections to WOW!	Week	Connections to WOW!
1	<i>Economic Way of Thinking</i>	6	<i>Field Trip and Review Game</i>
2	<i>Interview Skills</i>	7	<i>Draft Client Presentation</i>
3	<i>Client Retirement Savings</i>	8	<i>Rehearse WOW! Presentation</i>
4	<i>Credit</i>	9	<i>Rehearse WOW! Presentation</i>
5	<i>Budgeting and Banking</i>	10	<i>Review and Celebration</i>



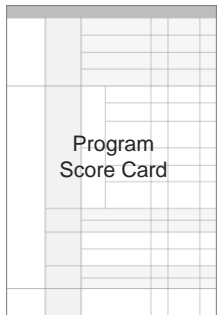
Your Financial Future

UNIT CONTEXT / BIG IDEA



Students will eventually become adults with very difficult financial decisions to make. Your Financial Future's goal is to give students the knowledge they need to analyze financial decisions and make reasoned financial choices that will set them up for success later in life.

SHARED GOALS



If you teach this unit successfully

- Students will become empowered to manage their own finances when they are adults and will view what they learned throughout the apprenticeship as a valuable skill set that they can immediately put in practice.
- Students will learn the real world value of classes such as Math and English after learning the practical application of number sense and reading comprehension when managing their client's personal finances.

TIMELINE OF SKILLS



- Students will have structured practice and then a chance to apply their skills to a new problem, which will bolster their belief that what they have learned about personal finance can be applied to other problem solving situations.
- Students will know about 5 or more college and career pathways involving finance and banking and they will believe that they have the access to these paths .
- Students will demonstrate leadership skills and evaluate their own leadership strengths, supporting the belief that they are effective leaders.

IMPLEMENTATION NOTES

- You will need access to space to set up the classroom before the apprentices arrive. Discuss options with your TL.
- Plan ahead with TL and other campus staff to coordinate laptops and internet access.
- A field trip to a bank and access to a career panel of financial professionals is required for the week six lesson plan. Coordinate travel by school bus, panelists and access to a bank (either your place of employment or a location willing to host students) by week three of the apprenticeship.



Lesson PLANS AT A GLANCE

Week	Lesson Objectives	Activities	WOW! Prep
1	<ul style="list-style-type: none"> Identify the problem to be solved and the process being used to solve it Define data, analysis, observation, inference, and conclusion 	Hook: Do Now Content: Introductions Activity 1: Spending and Savings Game, Part I Activity 2: Apprenticeship and WOW! Overview Activity 3: Spending and Savings Game, Part II Assessment: Exit Ticket	Students will explore the fundamentals of financial literacy and get introduced to the basic concepts of personal economics.
2	<ul style="list-style-type: none"> Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation Identify and analyze data in everyday life 	Hook: Do Now Content: How to Interview Activity 1: Client Introductions Activity 2: Interviews Assessment: Exit Ticket	Students will prepare by interviewing their WOW! clients and collecting the financial details from their client's profile.
3	<ul style="list-style-type: none"> Analyze data sets by making inferences from observations Effectively analyze and evaluate evidence 	Hook: Do Now Content: Why Does Saving Matter? Activity 1: How Much Should Your Client Save? Assessment: Exit Ticket	Students will learn about saving, calculate how long it will take to meet a specific goal, and use an online calculator.
4	<ul style="list-style-type: none"> Synthesize and make connections between information and arguments Analyze how individual elements impact outcomes in complex systems 	Hook: Do Now Content: Using Credit Wisely Activity 1: Client Credit Recommendations Assessment: Exit Ticket	Students will learn what credit is, know when their clients should use, define credit card, credit score, and interest, and practice communicating their knowledge to inform their client



Lesson PLANS AT A GLANCE

Week	Lesson Objectives	Activities	WOW! Prep
5	<ul style="list-style-type: none"> • Draw concrete conclusions from data sets • Identify and ask significant questions that clarify various points of view and lead to better solutions 	Hook: Do Now Content: Budgeting Activity 1: Savings and Checking Accounts Activity 2: Client Budgeting Assessment: Exit Ticket	Students will describe what a budget is and why it is important, describe what the elements of a budget are, describe a checking and savings account, and determine what budgetary changes their client should make.
6	<ul style="list-style-type: none"> • Analyze data sets by observing the data for trends or outliers • Analyze data sets by identifying gaps or additional questions 	Hook: Career Panelists Content: Tour of Bank Activity 1: Review Game Introduction Activity 2: Review Game Assessment: Exit Ticket	Students will learn about the connection between their apprenticeship work and a career in finance. Students will tour a bank and hear from a career panel to inform their professionalism and tone during the WOW!
7	<ul style="list-style-type: none"> • Draw concrete conclusions from data sets 	Hook: Do Now Content: WOW! Presentation and Overview Activity 1: Write Client Presentation Assessment: Exit Ticket	Students will write their client presentation and learn the expectations for their WOW! projects.
8	<ul style="list-style-type: none"> • Present information using eye contact when speaking in public • Speak loudly enough for the audience to understand 	Hook: Do Now Content: Plan Career Panel and tour of a bank Assessment: Exit Ticket	Career connection and Q&A time with authentic financial planning professionals



Lesson PLANS AT A GLANCE

Week	Lesson Objectives	Activities	WOW! Prep
9	<ul style="list-style-type: none"> Effectively use visual aids in a presentation Speak slowly enough for the audience to understand Speak clearly enough for the audience to understand 	Hook: Do Now Content: WOW! Presentation and Overview Activity 1: Write Client Presentation Assessment: Exit Ticket	Students will describe the key elements of the WOW! presentation for the client and walk through their slides
10	<ul style="list-style-type: none"> Present information using hand gestures when speaking in public Present information using good body posture when speaking in public 	Hook: Do Now Activity 1: Rehearsal Assessment: Exit Ticket	Rehearse WOW! presentation

Lesson Elements

Rituals - Students have an opening “Do Now” Ritual each week that helps introduce the concept and vocabulary for the day. The Do Now will also focus on college and career pathways in personal finance.

Assessment - The closing ritual for this unit, *Your Financial Future*, is a quiz/Exit Ticket for the day. It assesses students’ mastery of the day’s objectives. Students will solve problems after each class that demonstrate their understanding of personal finance concepts, data collection/analysis, problem solving, and leadership skills.

Structures – Small group activities and full group lessons/intro to new material.

Cost Estimate

The estimated cost of running a *Your Financial Future* apprenticeship is **\$350.00**. This estimate includes the price of arts supplies such as pencils, markers and tri-fold posters, miscellaneous food for the class celebration at the end of the apprenticeship, and includes the transportation to and from the bank site you elect to visit in session six.



High Quality WOW! Indicators

Professionalism	Demonstration of Mastery	Authentic Audience	Value to Community
Students provide context of financial literacy for the audience.	Students' performance reflects their knowledge of financial literacy content.	The audience includes experts and professionals from the financial sector	The performance is accessible to the public.
The presentation starts on time and all students are ready and on cue.	Students' performance showcases what they learned including 21 st century skills.	The professionals in attendance at the WOW! provide feedback on the students' demonstration of mastery of personal finance.	The performance is about an issue of importance to the community—financial literacy.
The presentation meets the same standard of excellence in dress and tone as one would find in financial sector employees.	Students' performance demonstrates how what they learned will help them succeed in the future.		



Apprenticeship Objective

To engage prospective students in financial literacy and the Your Financial Future apprenticeship, the Your Financial Future pitch will use examples of celebrities who have gone bankrupt to demonstrate the importance of understanding what to do with money. The pitch will also provide an overview of the approach the class will take to teaching students about personal finance.

The Pitch

Ask: What do all the people on the board have in common?

Say: "In addition to being celebrities, they all went bankrupt! As a matter of fact 60% of NBA players go bankrupt within five years of retirement and 78% of NFL players are broke or financially distressed after they retire from professional sports. Why do so many people with access to so much money go bankrupt? How is that possible? Well, the truth is that with a little bit of knowledge and hard work, you can make sure that going broke is something that will never happen to you and Your Financial Future will help you all the way."

What will students learn in 10 weeks?

Here is what you would know about in 10 weeks if you took the Your Financial Future apprenticeship:

- 1.Managing your spending (What is a budget?)
- 2.Savings and Bank Accounts (what is interest, checking account, and savings accounts?)
- 3.Investing (what is a stock, bond, mutual fund?)
- 4.Using Credit (how credit cards work and how much they cost)
- 5.Spending wisely (how to get the best deals on things)

And you will get to apply what you learn by advising a client.

- 1.You will understand their personal and financial goals
- 2.You will develop a plan, with a team, to help your client meet their goals.

Recommended Materials

1. Images of bankrupt celebrities (17 page word document and 8 page PowerPoint)



Economic Way of Thinking

In this lesson students will explore the fundamentals of financial literacy and get introduced to the rudimentary concepts of economics. By the end of today's lesson, students will understand the objectives of the apprenticeship and know what a financial plan is and why it is important.

Lesson Objective

- Identify the idea, situation, or item to be evaluated
- Define data, analysis, observation, inference, and conclusion

Lesson Agenda

10 MIN	Hook: Do Now
15 MIN	Intro to New Material: Introductions
20 MIN	Activity 1: Spending and Savings Game, Part I
15 MIN	Activity 2: Apprenticeship and WOW! Overview
20 MIN	Activity 3: Spending and Savings Game, Part II
10 MIN	Assessment: Exit Ticket

Lesson Preparation

The TL or CT should print out the Spending and Savings Game worksheets ahead of time

The vocabulary terms for the day should also be pre-written on the white board or printed on sheets of paper for each student.

Standards for Unit

- Citizen Schools students will demonstrate the ability to use reasoning processes to evaluate
- Citizen Schools students will make an effective oral presentation
- Citizen Schools students will use a problem solving process to approach an issue systematically

Connections

Throughout this lesson, students will work within a problem (personal finance) by looking at data that is provided to address a problem (what are the skills needed to manage money effectively, how do you use these skills?) Effectively communicating about what the problems in personal finance are, in addition to having a clear understanding of what personal finance is will be crucial to student success during the WOW!.

Materials

1. 'Introductions' questions written on white board
2. Vocabulary words written on the white board
3. Spending and savings game, part I and part II



•Objective: Identify the problem to be solved and the process being used to solve it. Define data, analysis, observation, inference, and conclusion

Hook: Do Now

10 Minutes

- Introduce activity and apprenticeship: In this apprenticeship we will learn all about something called *personal finance*. In 10 short weeks, you will all be extremely knowledgeable about how to make the most of the money you (or your clients) have and where to put your money in order to get the most out of it. Today we will get to know each other before we begin the Your Financial Future apprenticeship.
- Say: “There are three questions written on the board. Write down your answers to the three questions on a blank sheet of paper, then we will go over our answers together as a class.”
- Directions: After students present their answers then introduce yourself by telling students your current job, birthplace, educational background, what your middle school experience was like, and why you are teaching the Your Financial Future apprenticeship.
- Transition: “Now, let’s move on to learning all about financial planning, which is going to be our main focus for the next ten weeks!”

Student Says...



Students should respond to the following Do Now prompt:
Write the following student questions on the board:

- 1.What is your name?
- 2.What is your favorite class in school?
- 3.What you would like to learn in this apprenticeship?

Introduction of New Material: Overview of Financial Planning

15 Minutes

- Objectives/Agenda: Ask for a strong, silent hand to read out the objectives and agenda. Ask students if there are any questions about the objectives or agenda.
- Preview assessment: “I will know you have met the objectives today if you can describe the problem we will be working to solve throughout the Your Financial Future apprenticeship and if you can define the terms **financial plan**, **income**, **budget**, and **expenses**.”
- Direct Teach: Let the students know that they will be held to the same high academic and behavioral expectations during the apprenticeship as they are during the rest of their school day. Next, ask a volunteer to raise their hand to read the four vocabulary words written on the board.

Closer Look!



Financial plan: a program or method developed in advance for reaching one’s financial goals
Income: Money received, especially on a regular basis, for work or through investments
Budget: plan for how to spend, save, and invest the money you make
Expenses: purchases made with income



•Objective: Identify the problem to be solved and the process being used to solve it. Define data, analysis, observation, inference, and conclusion

Activity 1: Spending and Savings Game Part 1 20 Minutes

•Students will practice maximizing financial success by deciding how much of their mock income should be allocated to three distinct categories.

•**Explain:** “The game we’re about to play is about financial success. We can call someone financially successful when they accomplish both their long and short term goals. A good example of this is being able to afford retirement in the long term while also having enough money to do fun things in the short term.”

Directions

•You will have four turns in the game, which match four different ages in your life. At the end of the game you retire and live off your savings. The objective of the Spending and Savings game is to practice maximizing your success financially by deciding how much of your income should go to three categories (1. Food, 2. Fun—movies, games, iPods, etc, and 3. retirement savings).

•**Debrief:** What was the problem we just solved during the Spending and Savings game? (the problem of balancing long term goals such as retirement with limited resources and short term goals such as having fun) What technique did you just employ by trying to decide how much money to spend and save? (financial planning)

•**Transition:** “Now we will engage in an activity that will show us how people decide which of these to work on.”

Missing Parts...



Encourage students to focus not only on the game in activity one, but also on the problem they are solving. Remind them that this apprenticeship is training them to be financial planners so that they can make the most of the money they, or their clients, have. This activity is also acquainting them with the basic concept of financial planning, which is the field they will be evaluating for the next ten weeks.

Additional Notes



Students may become nervous that they will not be able to demonstrate knowledge about financial planning during the WOW!. Make sure your class understands the fact that they will learn a couple of steps every week before they need to demonstrate each skill during the apprenticeship. By the time the WOW! happens, they will have had plenty of time to practice.

Activity 2: Apprenticeship and WOW! Overview 10 Minutes

•Students will reflect on Activity One, learn about Your Financial Future, their WOW!, and ask questions about the apprenticeship.

•**Explain:** “As you can see, having a financial plan is important to making the most of the financial resources you have. Because this is Your Financial Future and you all will be such experts on financial planning in ten weeks, your WOW! will give you an opportunity to develop and present a financial plan to a client. The class will be divided into three teams. Each team will interview a client—either a doctor, a marketing manager, or a teacher—about their financial situation and financial goals. They will each have their own financial challenges which your team will help them solve. Over the next 8 weeks, you will learn about the following topics: 1) how to manage finances, 2) spending vs. savings, 3) investing, 4) borrowing & credit cards, 5) presentation skills & analytical skills

•As we learn about these topics, your new knowledge will help you develop a plan to improve your client’s financial situation, then at the WOW! each team will present their client’s recommendation.

•**Transition:** “Now, let’s finish the second part of the activity we started earlier.”



•Objective: Identify the problem to be solved and the process being used to solve it. Define data, analysis, observation, inference, and conclusion

Activity 3: Spending and Savings Game, Part II **15 Minutes**

•Students will develop a mock budget based on the income and food expenses from Spending and Savings game Part II.

•**Explain:** Developing a plan is important to successfully meeting your financial goals. One type of plan is a budget. Raise a strong silent hand if you can tell the class what a budget is? Now we are going to revisit the game we played earlier, and see how we might develop a budget to better meet our goals.

Directions

•Introduce activity—have students break into three groups. Pass out Spending and Savings Game, Part II handouts. Have the students use the income and food expenses from Activity 1 as guidelines for what you might expect to happen in the future. In each of your groups, answer as many of the questions you can in the next ten minutes.

•**Summarize:** any key themes about financial planning you reviewed during the lesson.

Field Tips



Students may ask you how much retirement savings you need at the end of the game.

In response ask students the following questions: “what do you need to save money for?” (examples: food, fun, give to charity/family), How long will you have expenses? (i.e. how long do you expect to live – planning to 100 is a good idea, vs. planning to average life expectancy)

✓ **Assessment: Exit Ticket** **10 Minutes**

Exit Ticket Questions

- 1)What is the problem we will be working to solve throughout the Your Financial Future apprenticeship?
- 2)What is a financial plan? (a program or method developed in advance for reaching one’s financial goals)
- 3)How will we solve our client’s problem? (by analyzing their financial information and making a logical recommendation using data, analysis, observation, inference, and making a conclusion)

Preview future learning: Next week we will be interviewing our clients which is a skill you will need to work with them on to prepare for the WOW! You will be able to choose from the following clients: doctor, marketing manager, and teacher. For now, write your name and your client preference on a piece of paper and hand it to me on your way out of the classroom.

Future Plans



Next week, students will learn interviewing skills and have the opportunity to interview their client.



Economic Way of Thinking
The Spending and Savings Game, Part I

C I T I Z E N
S C H O O L S

Expenses (Spending)						
	Food					
	Fun					
Total Expenses						
Savings						



Economic Way of Thinking

The Spending and Savings Game, Part II

Your Financial Future Apprenticeship						
The Spending and Savings Game				Name: _____		
Part II: Developing a Budget						
Objectives:						
Same as Part I of the game, except this time you will develop a budget						
to make it more likely you will meet your short and long term goals.						
Answer these questions to develop your budget						
1. How much retirement savings do you need at the end of the game?						
<i>Enter that amount in the "Total Column" and savings row</i>						
<i>Enter 1/4 of the total in the Savings row for each decade</i>						
2. How much income do you expect to earn each decade?						
<i>Enter the 4 income amounts in the income row and total at the end</i>						
3. How much do you expect food to cost each decade?						
<i>Enter the 4 food amounts in the food row and total at the end</i>						
4. How much can you afford to spend on fun each decade?						
<i>Enter the fun amounts by decade, so income=food+fun+savings</i>						
5. Step back and look at your budget and make any adjustments						



Economic Way of Thinking
The Spending and Savings Game, Part II

Budget						
		Age Decade				
		20s	30s	40s	50s	Total
Income						
Expenses (Spending)						
	Food					
	Fun					
Total Expenses						
Savings						



Interviewing Skills

In this lesson students will be able to define key points of success for interviewing, work as a team to collect information, learn and record the financial details of their clients, and be prepared to learn more about financial concepts and apply those back to their client.

Lesson Objective

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- Identify and analyze data in everyday life
- Present information using eye contact when speaking in public

Lesson Agenda

10 MIN	Hook: Do Now
15 MIN	Content: Client data and interview techniques
25 MIN	Activity 1: Client Introductions
30 MIN	Activity 2: Interviews
10 MIN	Assessment: Exit Ticket

Lesson Preparation

The CT or TL should print out the Client Questionnaires worksheets ahead of time and have one form for each student.

The vocabulary terms for the day should also be pre-written on the white board or printed on sheets of paper for students.

Standards for Unit

- Citizen Schools students will demonstrate the ability to use reasoning processes to evaluate
- Citizen Schools students will make an effective oral presentation
- Citizen Schools students will use a problem solving process to approach an issue systematically

Connections

Throughout this lesson, students will work on interviewing skills by interviewing their clients in order to get financial information from them. By doing this students will learn more about personal finance and use these skills later on in the apprenticeship.

Materials

1. Client Questionnaires - Interview
Income and Expenses Worksheet



Interview Skills

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•Objective: Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation. Identify and analyze data in everyday life. Present information using eye contact when speaking in public

Hook: Do Now

10 Minutes

- Introduce activity: Today we will start class with our Do Now activity, which will get us ready for an exciting day together.
- Say: “There are three questions written on the board. Write down your answers to the three questions on a blank sheet of paper, then we will go over our answers together as a class. You have five minutes to finish the activity”
- Directions: After five minutes have passed, select three students to read the question and their answer to the question.
- Transition: “Now, let’s learn all about interviewing skills –our focus for the day.”

Closer Look!

Students should respond to the following Do Now prompt: Write the following student questions on the board:

1. Have you ever had an interview?
2. What do you think most people feel when they are being interviewed?
3. What are two things the interviewer should say to make sure they get the right facts back?

Introduction of New Material: How to interview

15 Minutes

- Objectives/Agenda: Ask for a strong, silent hand to read out the objectives and agenda. Ask students if there are any questions about the objectives or agenda.
- Preview assessment: “I will know you have met the objectives today if you can use your reasoning skills to solve our clients’ financial problems, and if you can identify data (numbers) that correspond to the terms we will learn in class today and use during our client interviews: **debt, interest rate, mortgage, equities, bonds, and monthly payment.**

Direct Teach: Ask a volunteer to raise their hand to read the six vocabulary words written on the board. Once the class has reviewed today’s vocabulary, ask students to tell you what they think are some things people should do during an interview, whether they are interviewing for a job, a TV story, or with their financial advisor about saving money for retirement.

Give students two minutes to share their thoughts then give them the following list of “To Dos” during their interview (during this portion of class, demonstrate each, call on a student to demonstrate to teacher and then let them practice once to each other)

1. Speak with a clear voice, make eye contact and keep eye contact with your counterpart, and introduce yourself by saying “Hello, my name is _____”
2. Give a firm but appropriate handshake
3. Be prepared with a pen and paper to take notes on key information (give a clear example of information we listen to and information we need to write down)
4. Ask questions

•Transition: Now, we will meet all of our clients, and get a chance to interview them in order to get their financial data for our WOW!

Closer Look!



Debt: Money that is owed to pay a bill

Interest rate: the percentage of a sum of money that a bank charges for its use (give a real world example of interest)

Mortgage: a loan to finance the purchase of real estate (house, condo, apartment, etc) with specific payment periods and interest rates (expound on mortgages if students have difficulty understanding the concept)

Equities: a stock which represents ownership in a company

Bonds: a debt investment in which an investor loans money to an entity (corporate or governmental) that borrows the funds for a defined period of time at a fixed interest rate.

Monthly payment: the amount paid each month towards the principal and interest amount of a loan



•Objective: Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation. Identify and analyze data in everyday life. Present information using eye contact when speaking in public

Activity 1: “Client” Introductions

25 Minutes

- Students will be divided into groups, receive expectations for the interview portion of class, and meet their “clients”.
- Explain:** “Class, your clients are ready to introduce themselves to you, please give them your undivided attention
- Directions:**
 - 1.Introduce activity—set up student groups (under missing parts) for client interviews
 - 2.Assign students to distribute and collect the Client Information and Interview Worksheets
 - 3.Set expectations for interview portion of class
 - 4.Clients introduce themselves to class (5min each)
 - 5.Give students ten minutes for a question and answer period with the clients.
 - Occupation, with details (for example: what type of doctor are you, where do you teach, etc)
 - What do you like about your job?
 - What is challenging about your job?
 - How what you studied in school was important to your job?
 - What type of education / training was required to get your job?
- Transition:** Now we are going to interview each of our clients in our project groups!

Missing Parts...



The student teams should be separated into the following client groups:1) doctor, 2) marketing manager, or 3) teacher

Key information students need to understand:

Work as a team

- Everyone’s roles are important
- If it is not your turn to ask a question, then listen.
- Take notes and complete your client interview worksheet
- Roles are divided within teams to make sure each sections is covered

Activity 2: Interviews

30 Minutes

- Students will interview the volunteers playing the role of clients and receive assignments for each part of portion of the Client Information and Interview Worksheets.
- Explain: “Take out your Client Information and Interview worksheets then go and sit at your client’s group so that you may begin working with them on their case.”
- Directions: Clients will primarily control this portion of class by engaging with students on the information in their client profile.
- Assign roles for students to be held responsible for portion of worksheet, highlight these roles ahead of client interview period.
- Debrief: What assumptions can you make about your client based on the data you received about their financial situation?
- Summarize: This activity helped the class realize what kind of data they will be working with when getting information from their clients. Ask: “Can someone remind us of two categories of data our clients gave us today (debt, mortgage, monthly payment, bonds, etc)?” Also, the class had an opportunity to practice their speaking skill by making eye contact while speaking with clients.

Additional Notes



Use the debrief period to check students understanding of the finance terms such as debt, monthly payment, and mortgage.



Interview Skills

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C I T I Z E N
S C H O O L S

•Objective: Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation. Identify and analyze data in everyday life. Present information using eye contact when speaking in public



Assessment: Exit Slip

10 Minutes

Exit Ticket Questions

- 1)What is one type of client data you analyzed today?
- 2)How do people encounter this type of data in everyday life?
- 3)How should you introduce yourself to a client? (hint: there are three things)

Field Tips



If you have time at the end of class, ask students the following questions: what do you think financial professionals do (remind students that they are acting as financial pros throughout the apprenticeship)? What did you hear from your clients? What do you think were their most important points?

Future Plans



Next week the class will learn about savings and spending wisely. In addition, students will learn how to put together a savings plan to achieve financial goals



Savings and Investments

How much have you saved for retirement?

What proportion of your retirement savings are invested in Equities vs. Fixed Income vs. Cash?

Asset Allocation

-Equities (e.g. stocks)	_____	%
-Fixed Income (e.g. bonds)	_____	%
-Cash	_____	%
-Total	100%	

Do you have any savings beyond retirement savings (e.g. college savings)?



Borrowing (Debt)

How much debt (borrowed money) do you have? What are your interest rates? How much do you pay per month on each?

	Amount Owed	Interest Rate	Monthly Payment
Mortgage (i.e. home loan)	\$ _____	_____ %	\$ _____
Credit Cards	\$ _____	_____ %	\$ _____
Other Debt	\$ _____	_____ %	\$ _____



Income and Expenses

What are your monthly income, expenses and savings by category?

Category	Average Monthly	Annual
<u>Income</u>		
Your Job (Salary + Bonus)		
Your Partner / Spouse's Job (Salary + Bonus)		
Other Income (alimony, child support, government aid, etc)		
Total Income (Salary + Bonus)		
<u>Expenses</u>		
Housing (rent or mortgage, insurance, repairs, taxes)		
Utilities (electricity, phone, cable, etc)		
Groceries		
Clothing		
Medical (prescriptions, doctor visits, insurance)		
Transportation (car, train, etc)		
Education & Childcare		
Entertainment (eating out, movies, vacation/travel, etc)		
Charity		
Other Expenses		
Credit Card Payments		
Other Loan Payments		
Taxes - Income/Soc. Sec/Medicare		
Total Expenses		



<u>Savings</u>		
Retirement Savings		
Other Savings (college, etc)		
Total Savings		



How Clients Save and Spend Wisely

Today's Your Financial Future lesson will help students be able to describe the difference between "saving" and "savings," calculate how long it would take to save enough to meet a specific goal (such as purchasing an iPod), describe the difference between savings and investing, and why both are important, and students will use an online calculator to determine how much savings their client should have for retirement. By using the online calculator students will understand the large magnitude of savings required to retire and be able to describe what changes someone can make in their life to meet retirement objectives (primarily retirement age, savings rate, and earnings).

Lesson Objective

- Analyze data sets by making inferences from observations
- Effectively analyze and evaluate evidence

Lesson Agenda

10 MIN	Hook: Do Now
25 MIN	Intro to New Material: Why does Saving Matter?
45 MIN	Activity 1: How much should your client save?
10 MIN	Assessment: Exit Ticket

Lesson Preparation

Pre-work: Before class, use merrilledge.com to determine how much each of the three clients needs to save for retirement and identify a combination of retirement age and savings rates which get them to save enough (there is a copy of this in the supporting materials, but you may want to run them yourself with the tool). Note: you may want to change the assumptions so it assumes social security will be paying at retirement.

Resources: The TL or CT should prepare the computers and check internet access in the classroom ahead of time as lesson three is dependent on computer and internet access.

The vocabulary terms for the day should also be pre-written on the white board or printed on sheets of paper for each student.

Standards for Unit

- Citizen Schools students will demonstrate the ability to use reasoning processes to evaluate
- Citizen Schools students will make an effective oral presentation
- Citizen Schools students will use a problem solving process to approach an issue systematically

Connections

Throughout this lesson, students will learn why saving matters. By doing this students will learn more about personal finance and use these skills later on in the apprenticeship.

Materials

1. Three Computers with internet connections
2. Client financial information on retirement savings (to input into Merrill Edge model)
3. Client specific copies of financial information for students/teachers working with each client (Admin – Client Info and Analysis.xls – see each client specific tab and print Week 5 columns from the Merrill Edge model as backup in case there are technology issues (Week 4 – Client Savings Edge Model.ppt)



Client Retirement Savings

Your Financial Future Lesson 3 – page 2



•Objective: Analyze data sets by making inferences from observations. Effectively analyze and evaluate evidence

Hook: Do Now

10 Minutes

- Introduce activity: Today we will start class with our Do Now activity, which will get us ready for an exciting day together.
- Say: “There are three questions written on the board. Write down your answers to the three questions on a blank sheet of paper, then we will go over our answers together as a class. You have five minutes to finish the activity”
- Directions: After five minutes have passed, select three students to read the question and their answer to the question.
- Transition: “Now, let’s learn all about interviewing skills –our focus for the day.”

Introduction of New Material: Why does saving matter?

20 Minutes

- Objectives/Agenda: Ask for a strong, silent hand to read out the objectives and agenda. Ask students if there are any questions about the objectives or agenda.
- Preview assessment: “I will know you have met the objectives today if you can infer from the online calculator we will use today how much savings your client should have for retirement.”
- Direct Teach: What is the difference between “saving” and “savings”?
- 1. Ask students if they have ever had a job or earned money. If so, how much money did they make. Use their stated wage to calculate how long it would take them to save enough to meet a specific goal such as purchasing an unlocked 32 GB iPhone without a contract(retail: \$749.00)
- 2. Next illustrate the **time value** of money by walking students through the following activities
 1. Write the following years on the white board—1976, 2011, 2036) Have students guess the median home price for each year: tell them that they are predicting historical and future values)
- 3. “Now, who can remind the class what interest is? Has anyone ever heard of compound interest? It is when Who knows what compound interest is? Compound interest is when interest is calculated on both the principal and the accrued interest.” Use the examples below to check understanding before moving on.
 1. How much is \$100 worth in 30 years with 5% per year interest compounding? (answer: \$432)
 2. If you save \$100 per year and you get 5% per year interest on your savings, how much will you have saved in 30 years? (\$6600)
 3. What if you saved \$10 per day for 30 years with 5% interest? \$243,000
 4. What if you saved \$20 per day for 30 years with 5% interest? \$485,000
- Transition: “Now we are going to put what we just learned to the test and determine how much money our client should save.”

Student Says...



Do Now question: “What is a percentage?”

If students need help defining **percentage** tell them that one percent (1%) is the same as or equal to one one-hundredth (1/100).

Have students answer the following seven questions to practice percentages as a Do Now activity:

- What is 1% of 100?
- What is 5% of 100?
- What is 5% of \$100?
- What is 10% of \$100?
- What is 1% of \$200
- What is 10% of \$200
- What is 10% of \$1

Closer Look!



Answer to direct teach question: saving is putting money or goods away for future use, while savings are the money that has been collected/saved.

Answer to the time value of money question

1. 1976: \$41,600
2. 2011 \$240,000 (7.0% inflation 1975 – 2011)
3. 2036: \$1,384,000 (assuming 7% inflation 2011 – 2036)



•Objective: Analyze data sets by making inferences from observations. Effectively analyze and evaluate evidence

Activity 1: How much should your client save?

45 Minutes

Directions:

- Introduce online calculator by illustrating a scenario
- Break into three client teams (Client groups – Doctor, Marketing Manager, Teacher)
- Handout Client Savings Worksheet (different versions of the worksheet for each client team)
 - The worksheet contains important data for their client which is the same data as they gathered in interviews last week.
- Say: “Your task is to determine what combination of retirement age and monthly savings will allow your clients to have enough money saved for retirement. Each team will use the laptops and internet access to utilize the Merrill Edge calculator and determine how your client can have enough for retirement by adjusting their retirement age, monthly savings and income level. I will be moving throughout the classroom to monitor group work and answer questions.”
 - <http://www.merrilledge.com/M/Pages/retirement/personal-retirement-number.aspx>

Missing Parts...



- Potential Solutions to how much should your client save:
- Marketing Manager – needs to increase savings by \$20K per year; one option is to:
- Work to age 70
 - Wife get a (part time?) job paying \$15K per year (without incurring additional child care costs)
 - Reduce expenses for the rest (for future sessions):
 - Refinance mortgage, Eliminate credit card debt, Eliminate cable TV
- Teacher
- Work to age 70
 - Get a summer job (and increase income by \$15 - 20K per year)
 - Cut expenses
- Doctor
- Work to age 70
 - Cut expenses

✓ Assessment: Exit Ticket

10 Minutes

Exit Ticket Questions

- 1)What is one piece of your client’s financial data that stood out to you?
- 2)Based on what the data you saw today, what is the most important thing a person can do in order to save money for retirement?
- 3)How much money would you save if you were in your client’s position?

Preview future learning: Next week we will learn about credit so that we all understand what it is, when to use credit, and so we are able to explain what credit cards are, and how credit scores and interest work.

Additional Notes



Look for evidence of student mastery in the answers to the exit ticket questions. Strong answers to questions number two and three are good indicators of mastery of today’s objectives.



Client Retirement Savings
Your Financial Future



Your Financial Future			
Week 2: Client Actual Spending			
Client: DOCTOR			
		AVERAGE	
CATEGORY		MONTHLY	ANNUAL
INCOME			
Your Job	salary, bonus, tip, commission	16,667	200,000
Partner/Spouse's Job	salary, bonus, tip, commission	0	0
Investment Income	interest, dividends, capital gains	250	3,000
Other Income	alimony, gov't payments	0	0
Total Income		16,917	203,000



Client Retirement Savings
Your Financial Future



EXPENSES			
Mortgage Interest or Rent		2,917	35,000
Repairs & Insurance	Repairs, insurance, taxes	483	5,796
Utilities	phone, cable, electricity, oil	830	9,960
Groceries		1,650	19,800
Clothing		650	7,800
Medical	Rx, doctor, insurance	300	3,600
Transportation	train, car, bus	1,300	15,600
Education & Childcare		400	4,800
Entertainment	eating out, movies, vacation/travel	830	9,960
Charity		400	4,800
Credit Card Interest		250	3,000
Student Loan Interest		0	0
Taxes	income tax, soc. Security	5,400	64,800
Total Expenses		15,410	184,916
Surplus (deficit)	income minus total expenses	1,507	18,084
USE OF SURPLUS (DEFICIT)			
Savings			
Increase Retirement Savings		355	4,256
Increase Other Savings		219	2,628
Total Savings Increase		574	6,884
Credit			
Decrease (increase) Mortgage Balance		383	4,600
Decrease (increase) Credit Card Balance		150	1,800
Decrease (increase) Other Loans Balance		400	4,800
Total Decrease (increase of credit)		933	11,200
Total Use of Surplus (Deficit)		1,507	18,084



**Client Retirement Savings
Your Financial Future**



Your Financial Future			
Week 3: Savings Worksheet			
Client: DOCTOR			
SAVINGS AND INVESTMENTS			
	Client	Student	Difference
	View	Recommended	(stdnt - client)
Assumptions			
Current Age	42		
Current Retirement Account Balance	100,000		
Between Now and Retirement (to grow with inflation)			
Annual Income	200,000	200,000	0
Monthly Retirement Savings	355	5,800	5,445
Investment Profile	Conservative	Moderate	
Retirement Age	62	70	8
Savings Expected (model)	357,874	4,940,506	4,582,632
Savings Needed (model)	5,211,621	4,806,527	(405,094)
Difference	(4,853,747)	133,979	4,987,726



Client Retirement Savings

Your Financial Future

Your Financial Future			
Week 2: Client Actual Spending			
Client: MARKETER			
		AVERAGE	
CATEGORY		MONTHLY	ANNUAL
INCOME			
Your Job	salary, bonus, tip, commission	10,417	125,000
Partner/Spouse's Job	salary, bonus, tip, commission	0	0
Investment Income	interest, dividends, capital gains	0	0
Other Income	alimony, gov't payments	0	0
Total Income		10,417	125,000



Client Retirement Savings
Your Financial Future



EXPENSES			
Mortgage Interest or Rent		1,333	16,000
Repairs & Insurance	Repairs, insurance, taxes	750	9,000
Utilities	phone, cable, electricity, oil	750	9,000
Groceries		1,200	14,400
Clothing		450	5,400
Medical	Rx, doctor, insurance	400	4,800
Transportation	train, car, bus	750	9,000
Education & Childcare		0	0
Entertainment	eating out, movies, vacation/travel	400	4,800
Charity		50	600
Credit Card Interest		250	3,000
Other Loan Interest		54	650
Taxes	income tax, soc. Security	3,125	37,500
Total Expenses		9,513	114,150
Surplus (deficit)	income minus total expenses	904	10,850
USE OF SURPLUS (DEFICIT)			
Savings			
Increase Retirement Savings		250	2,996
Increase Other Savings		124	1,488
Total Savings Increase		374	4,484
Credit			
Decrease (increase) Mortgage Balance		385	4,616
Decrease (increase) Credit Card Balance		50	600
Decrease (increase) Other Loans Balance		96	1,150
Total Decrease (increase of credit)		531	6,366
Total Use of Surplus (Deficit)		904	10,850



**Client Retirement Savings
Your Financial Future**



Your Financial Future			
Week 3: Savings Worksheet			
Client: MARKETER			
SAVINGS AND INVESTMENTS			
	Client	Student	Difference
	View	Recommended	(stdnt - client)
Assumptions			
Current Age	37		
Current Retirement Account Balance	75,000		
Between Now and Retirement (to grow with inflation)			
Annual Income	125,000	140,000	15,000
Monthly Retirement Savings	250	2,300	2,050
Investment Profile	Very Aggressive	Moderate	
Retirement Age	65	70	5
Savings Expected (model)	412,426	2,939,182	2,526,756
Savings Needed (model)	3,245,216	2,899,304	(345,912)
Difference	(2,832,790)	39,878	2,872,668
Note: left 125K in Edge model for income -- will address on budget page			



Client Retirement Savings
Your Financial Future



Your Financial Future					
Week 2: Client Profile Information					
Client: TEACHER					
KEY PROFILE INFORMATION					
Client Age			42		
Dependents / Age	Spouse		0		
	Son 1		0		
	Son 2		0		
Retirement					
	Anticipated Savings Needed		1,500,000		
	Desired Retirement Age		59		



Client Retirement Savings
Your Financial Future



SAVINGS AND INVESTMENTS					
Type		Current Balance			
Retirement Savings		50,000			
College Savings		-			
Emergency Fund		-			
Total Savings		50,000			
Retirement Savings Investment Allocation					
Equities (stocks)		30%	Allocation Type:		
Fixed Income (bonds)		65%	Moderate		
Cash		5%			
Total		100%			
CREDIT					
Current Credit					
		Annual	Monthly	Monthly	Monthly
	Amount	Interest	Interest	Principal	Total
	Owed	Rate	Expense +	Payment =	Payment
Mortgage	-	0%	-	-	-
Credit Cards	10,000	19%	158	47	205
Student Loans	-	0%	-	-	-
Total	10,000		158	47	205



**Client Retirement Savings
Your Financial Future**



Your Financial Future			
Week 2: Client Actual Spending			
Client: TEACHER			
		AVERAGE	
CATEGORY		MONTHLY	ANNUAL
INCOME			
Your Job	salary, bonus, tip, commission	5,000	60,000
Partner/Spouse's Job	salary, bonus, tip, commission	0	0
Investment Income	interest, dividends, capital gains	0	0
Other Income	alimony, gov't payments	0	0
Total Income		5,000	60,000



Client Retirement Savings
Your Financial Future



EXPENSES			
Mortgage Interest or Rent		1,540	18,480
Repairs & Insurance	Repairs, insurance, taxes	80	960
Utilities	phone, cable, electricity, oil	250	3,000
Groceries		220	2,640
Clothing		200	2,400
Medical	Rx, doctor, insurance	300	3,600
Transportation	train, car, bus	160	1,920
Education & Childcare		0	0
Entertainment	eating out, movies, vacation/travel	415	4,980
Charity		50	600
Credit Card Interest		158	1,900
Student Loan Interest		0	0
Taxes	income tax, soc. Security	1,280	15,360
Total Expenses		4,653	55,840
Surplus (deficit)	income minus total expenses	347	4,160
USE OF SURPLUS (DEFICIT)			
Savings			
Increase Retirement Savings		300	3,600
Increase Other Savings		0	0
Total Savings Increase		300	3,600
Credit			
Decrease (increase) Mortgage Balance		0	0
Decrease (increase) Credit Card Balance		47	560
Decrease (increase) Other Loans Balance		0	0
Total Decrease (increase of credit)		47	560
Total Use of Surplus (Deficit)		347	4,160



Credit

In this fourth Your Financial Future lesson, students will be able to understand what credit is, know when to use credit, and will be able to define credit card, credit score, and interest.

Lesson Objective

- Synthesize and make connections between information and arguments
- Analyze how individual elements impact outcomes in complex systems

Lesson Agenda

10 MIN	Hook: Do Now
35 MIN	Introduction to New Material: Using Credit Wisely
35 MIN	Activity 1: Credit Card Repayment Worksheet
10 MIN	Activity 2: Client Credit Recommendation
10 MIN	Assessment: Exit Slip

Lesson Preparation

The TL or CT should print out the Credit Card Repayment and Client Credit worksheets ahead of time

The vocabulary terms for the day should also be pre-written on the white board or printed on sheets of paper for each student.

Standards for Unit

- Citizen Schools students will demonstrate the ability to use reasoning processes to evaluate
- Citizen Schools students will make an effective oral presentation
- Citizen Schools students will use a problem solving process to approach an issue systematically

Connections

In this lesson students will learn more important vocabulary to the financial health of their clients, this time focused on credit. After learning the vocabulary they will be able to make connections between that information and making an informed recommendation based on that information.

Materials

1. Credit Card Repayment Worksheet
2. Credit Card Repayment Worksheet Answers – copies for teachers
3. Client Credit Worksheet – copies for students based on client team
4. Client Credit Worksheet Answers – copy for teachers
5. Calculators – 1 per teacher



•Objective: Synthesize and make connections between information and arguments. Analyze how individual elements impact outcomes in complex systems

Hook: Do Now

10 Minutes

- Introduce activity: Today we will start class with our Do Now activity, which will get us ready for an exciting day together.
- Say: “There are three questions written on the board. Write down your answers to the three questions on a blank sheet of paper, then we will go over our answers together as a class. You have five minutes to finish the activity”
- Directions: After five minutes, select three students to read the questions one, two, and three, and their answer to the question.
- Transition: “Now, let’s learn all about credit and how to use it wisely.”

Introduction of New Material: Using Credit Wisely 35 Minutes

- Objectives/Agenda: Ask for a strong, silent hand to read out the objectives and agenda. Ask students if there are any questions about the objectives or agenda.
- Preview assessment: “I will know you have met the objectives today if you are able to synthesize the concept of credit and connect that to an understanding of when to use credit and when not to use credit. We’re also going to have a better understanding of how credit cards, credit scores and interest may impact the outcomes of life decisions you will need to make.
- Direct Teach: What is credit? Ask students to raise a strong silent hand if they know. So for example, if I want to buy a house in Dorchester for \$300,000, do you think I have that much money sitting in my bank account right now? I wish but NO I don’t! So, I might go to the bank and tell them I have \$50,000 in cash, but I need to get a loan (remind students of the vocabulary term “**mortgage**”) for the remaining \$250,000. I would get that loan by using credit.
- Ask: What are other examples of big purchases someone might buy using a loan, or credit? Cold call on students. (sample answers: car, start a business, open a restaurant, buy equipment for the store, home improvements)
- Imagine if your client came to you and said that he thinks he does not need to use credit. What would your answer be? You could tell your client that credit is actually extremely important because it allows one to make financial purchases without the need for immediate cash. (for example, a car, a home, etc.)
- Ask: Does anyone think that companies keep track of your credit? Which of our vocabulary words exemplifies with that? (credit history). An individual’s credit history is a record of how well the individual used credit in the past.
- A good credit history means you have paid back the money you owe on time, every month. A bad credit history makes borrowing money for big purchases difficult. (and more expensive)
- Transition: Now, we are going to do an exercise which will help you understand the difference between someone paying the bare minimum due on their credit each month, and someone who pays more than the minimum.

Student Says...



Imagine you are a college student interested in buying furniture and electronics for your dorm room. Your resident advisor (RA) tells you he applied for a credit card last year and was able to charge all of his furnishings on his card but he pays 25% interest per month and does not always make payments on time. Answer the following questions:

- 1.What is a potential solution to your furniture problem?
- 2.What is one way your RA can avoid paying so much interest?
- 3.Would you be willing to use a credit card like your RA’s?

Closer Look!



Vocabulary

- Credit:** Credit is borrowed money that you can use to purchase things you need when you need them and then repay the funds back at an agreed upon time. (when you borrow money, you are using credit)
- Credit History:** a record of how well the individual used credit in the past
- Credit Score:** based on your credit history, you have a credit score ranging from 300-850 assigned to you
- Credit Card:** A card issued by a financial company giving the holder an option to borrow money when he or she wants to



•Objective: Synthesize and make connections between information and arguments. Analyze how individual elements impact outcomes in complex systems

Activity 1: Credit Card Repayment Worksheet

35 Minutes

Directions: Lead students through the Credit Card Repayment worksheet. Read the following prompt:
 “Dylan and Sam are best friends, and they each received a new Playstation as a high school graduation gift! They each decide that they really want to get their own flat screen TV for their bedroom to use with their new Playstation. They each only have \$500 in cash to spend, but the TV they want costs \$1,500. Since both Dylan and Sam have summer jobs where they will earn money this summer, they decide to use their \$500 in cash, and charge the rest using their new credit card.”

Say: Now, I want to demonstrate what would happen if Dylan and Sam had a lower interest rate on their credit card. Earlier we talked about credit scores. The better (higher) the credit score you have, the better the interest rate you will obtain for a credit card. Let’s say instead of the 15% card that Dylan and Sam both have, they are able to get a card with 12% interest instead. They are now paying 3% less interest.

Ask: Do you think Dylan and Sam will pay more or less money for the TV now?

Worksheet Instructions and tips: “Paying off the Balance: have the students guess a, b or c. If time is tight, have students write in \$1546 and \$1280 and tell them that when you subtract the difference, it amounts to \$266 savings. Just by Sam paying an extra \$10 per month, he is able to pay off his credit card balance almost 3 years (2.83) faster than Dylan, and he spends \$266 less. Make sure students keep in mind that Sam is still paying \$1,780 for a TV that originally cost \$1500. [Write the math on white board: \$500 cash + \$1,280 on credit card] And Dylan paid even MORE \$2,046 [\$500 cash + \$1546]. Would you rather pay \$1500 right away, or \$1,780 (or even \$2,046) over time? Or would you rather not have the expensive television? Those are the decisions students need to make when they decide that they need or want something.

Field Tips



If Dylan pays 3% less interest, it will take him 5.7 years to pay off his balance instead of 6.4. And the total amount he will pay for his \$1,000 charge will be \$1,373 instead of \$1,546. That’s a savings of \$173 just for having a lower rate! For Sam, it will now take him 3.3 years to pay off his balance, instead of 3.57. And the total amount he will pay for his \$1,000 charge will be \$1,208 instead of \$1,280. That’s a savings of \$72.

Future Plans



Name: _____

Credit Card Repayment Worksheet:

Dylan and Sam are best friends, and they each received a new Playstation as a high school graduation gift! They each decide that they really want to get their own flat screen TV for their bedroom to use with their new Playstation.

They each only have \$500 in cash to spend, but the TV they want costs \$1,500. Since both Dylan and Sam have summer jobs where they will earn money this summer, they decide to use their \$500 in cash, and charge the rest using their new credit card.

How much are they each going to charge on their credit card?

\$1,500 TV - \$500 cash = \$_____ on credit card.



Credit Card Information:

- Both Dylan and Sam’s credit cards have an interest rate of 15%
- The minimum payment each month is 2% of the credit card balance.

Dylan:

Dylan decides he is going to just pay the minimum amount due each month. (2% of his balance)

Guess how long it takes Dylan to pay off his TV?

- a. 2.5 years b. 4.75 years c. 6.4 years

Guess how much money he ends up paying for his \$1,000 charge?

- a. \$1223 b. \$1546 c. \$1800

Sam:

Sam decides he is going to pay the minimum amount due each month (2% of his balance), plus an additional \$10.

Guess how long it takes Sam to pay off his TV?

- a. 1.5 years b. 3.57 years c. 5.5 years

Guess how much money he ends up paying for his \$1,000 charge?

- a. \$1280 b. \$1350 c. \$1467

How much money did Sam save just by adding an additional \$10 a month to his payment?

Dylan’s total payment: _____

- Sam’s total payment: _____

Difference: _____

In the above example, Dylan and Sam’s credit card had an annual interest rate of 15%. If they had a credit card with a lower interest rate than 15%, say 12%, how do you think that would affect their total payment on the \$1000 charge?

Dylan: _____ years
 _____ years

Sam: \$_____ years
 \$_____



•Objective: Synthesize and make connections between information and arguments. Analyze how individual elements impact outcomes in complex systems



Assessment: Exit Ticket

10 Minutes

Exit Ticket Questions

- 1)What is credit?
- 2)What is a credit card? What did you learn about them?
- 3)What is a credit score? [
- 4)What is interest?

Say: “Now, to understand what you learned about interest, I’d like one person from each group to summarize what their client recommendations were and why.”

Field Tips



1)What is credit? [Borrowed money that you can use to purchase things you need when you need them and then repay the funds back at an agreed on time.]

2)What is a credit card? What did you learn about them? [Card issued by a financial company giving the holder an option to borrow money.]

3)What is a credit score? [A score based on your credit history. Tells how likely you are to repay your debt.]

4)What is interest? [A fee charged by the credit card lender to the borrower for the use of borrowed money. An APR.]

Future Plans



Next week, students can look forward to learning about checking and savings accounts, and budgeting. Students will help their clients figure out how to increase their savings so they can meet the retirement goals students developed last week.

Name: _____



Your Financial Future Apprenticeship Week 4: Client Credit Work Sheet

Client: Doctor

Can our client lower their mortgage interest expense?

Mortgage (home loan)

	Amount Owed	Annual Interest Rate	Monthly Interest Rate (1/12 th)	Interest Paid Per Month	Total Monthly Payment (interest + principal)
Current	\$500,000	7%	%	\$	\$ 3,300
Future	\$500,000	%	%	\$	\$
Difference				\$	\$

Name: _____



Doctor (continued)

How can the client save money on credit card interest?

	Amount Owed	Annual Interest Rate	Monthly Interest Rate (1/12 th)	Interest Paid Per Month	Total Monthly Payment (interest + principal)
Current	\$20,000	15%	%	\$	\$ 417
Future	\$	%	%	\$	\$
Difference	\$			\$	\$

Should our client pay off their student loans?

	Amount Owed	Annual Interest Rate	Monthly Interest Rate (1/12 th)	Interest Paid Per Month	Total Monthly Payment (interest + principal)
Current	\$30,000	0%	0.0%	\$	\$ 417
Future	\$	%	%	\$	\$
Difference	\$			\$	\$

Name: _____



Your Financial Future Apprenticeship
Week 4: Client Credit Work Sheet

Client: Marketing Manager

Can our client lower their mortgage interest expense?

Mortgage (home loan)

	Amount Owed	Annual Interest Rate	Monthly Interest Rate (1/12 th)	Interest Paid Per Month	Total Monthly Payment (interest + principal)
Current	\$320,000	5%	%	\$	\$ 1,718
Future	\$320,000	%	%	\$	\$
Difference				\$	\$

Name: _____



Marketing Manager (continued)

How can the client save money on credit card interest?

	Amount Owed	Annual Interest Rate	Monthly Interest Rate (1/12 th)	Interest Paid Per Month	Total Monthly Payment (interest + principal)
Current	\$20,000	15%	%	\$	\$ 300
Future	\$	%	%	\$	\$
Difference	\$			\$	\$

Can our client lower the costs of other debt?

	Amount Owed	Annual Interest Rate	Monthly Interest Rate (1/12 th)	Interest Paid Per Month	Total Monthly Payment (interest + principal)
Current	\$10,000	6.5%	%	\$	\$ 150
Future	\$	%	%	\$	\$
Difference	\$			\$	\$

Name: _____



Your Financial Future Apprenticeship
Week 4: Client Credit Work Sheet

Client: Teacher

Can our client lower their mortgage interest expense?

Mortgage (home loan)

	Amount Owed	Annual Interest Rate	Monthly Interest Rate (1/12 th)	Interest Paid Per Month	Total Monthly Payment (interest + principal)
Current	\$10,000	19%	%	\$	\$ 205
Future	\$	%	%	\$	\$
Difference				\$	\$

Name: _____



Teacher (continued)
Rent vs. Mortgage

Our client does not have a mortgage because she rents an apartment for \$1620 per month.

However, her landlord has an apartment just like the teacher's for sale next door for \$150,000.

To buy the apartment, she would have to use \$30,000 of her retirement savings as a down payment and borrow \$120,000 from the bank at 4%.

If she bought the apartment, the monthly costs would be:

Mortgage Payment	\$575
Condo Fee	\$300
Property Taxes	\$175
<hr/>	
Total	\$1050

Should she buy the apartment, or continue renting? What factors should she consider in addition to the monthly cost?



Budgeting and Banking

By the end of the fifth lesson in the Your Financial Future series, students will be able to describe what a budget is and why it's important, describe what the key elements of a budget are (income, expenses and types, surplus/deficit, describe what a checking and saving account are, and determine what changes their client should make to his/her budget to better meet goals.

Standards for Unit

- Citizen Schools students will demonstrate the ability to use reasoning processes to evaluate
- Citizen Schools students will make an effective oral presentation
- Citizen Schools students will use a problem solving process to approach an issue systematically

Lesson Objective

- Draw concrete conclusions from data sets
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Lesson Agenda

10 MIN	Hook: Do Now
20 MIN	Introduction to New Material: Budgeting
15 MIN	Activity 1: Savings and Checking Accounts
35 MIN	Activity 2 (we do): Client Budgeting
10 MIN	Assessment: Exit Ticket

Connections

In this lesson students will make initial decisions on what changes their client should make to their budgets after analyzing financial data from their client.

Lesson Preparation

- **Group:** Students will pair off into two person groups and client groups today. Arrange the classroom to accommodate partner and group work.
- **Resources:** Calculators are recommended for this lesson.
- **Post lesson:** Clearly document each team's recommendation for its client by collecting team worksheets. Input this information into the excel model for use in future classes.

Materials

1. Client budgeting worksheet – client versions of sheet for all students
2. Client budgeting worksheet – for all teachers
3. Calculators for teachers and students



Budgeting and Banking

Your Financial Future - Lesson 5- page 2



•Objective: Draw concrete conclusions from data sets. Identify and ask significant questions that clarify various points of view and lead to better solutions

Hook: Do Now

10 Minutes

- Introduce activity: Today I want the entire class to imagine you are adults.
- Say: "Do you know how much houses usually cost? Raise your hand if you do."
- Directions: After five minutes have passed, select three students to read the question and their answer to the question. Write their guesses on the board. Next, ask students how they might go about getting together the money to buy a home, based on what they have already learned about finance. Give students five minutes to think about their answer, then write their brainstorming answers on the board, and discuss some of the options. Remind them that one of the most common methods of financing a new-home purchase is a **mortgage**.
- Transition: "To be able to own a home you (and your clients) will need to budget the income you have to make sure you get the most out of it. Today we are going to learn about budgeting and how to get the biggest bang for your buck no matter how much money you make."

Student Says...



Explain to the students that the price of a house depends on many things including its size, what shape it's in, and where it's located. Also remind students of the average price of a house in the U.S.

Introduction of New Material: Budgeting

20 Minutes

- Objectives/Agenda: Ask for a strong, silent hand to read out the objectives and agenda. Ask students if there are any questions about the objectives or agenda.
- Preview assessment: "I will know you have met the objectives today if you can identify and ask questions about issues in our budget such as budget deficits (losses) and budget surpluses (gains). After you ask questions and receive answers about the issues in our budget the you will need to draw conclusions about your client's budget." Direct Teach and review: "Who can remind the class what a budget is?"
- A **budget** is a plan for how to spend, save, and invest the money you make. It helps you keep track of how much you earn and how much you spend.
- Money you receive, such as what you make from a job, an allowance, or even gifts, is called **income**.
- Money you spend on school supplies, clothes, food, birthday gifts and entertainment is called **expenses**.
- Transition: "Now in the next activity I am going to shout out some terms, and I want everyone to say together whether it is income or expense."

Closer Look!



Income: Money received, especially on a regular basis, for work or through investments
Budget: plan for how to spend, save, and invest the money you make
Expenses: purchases made with income

Name: _____



GAME:

Now I am going to shout out some terms, and students say together whether it is income or expense

Term	Income or Expense?
Salary	Income
Groceries	Expense
Tips from your job waiting	Income
Rent	Expense
Clothing	Expense
Doctor Bills	Expense
Interest the bank pays you on your savings account	Income
Going to the Movies	Expense
Food Stamps	Income
Interest you pay on a loan (like a mortgage or home loan)	Expense
Transportation (car, subway)	Expense

If you spend more than you earn, you will have a budget **deficit**, or loss. If you spend less than you earn, you will have a budget **surplus**, or gain.

Now I want to play another game. I am going to write up some income and expense numbers on the board. You need to do 2 things:

1. Tell me how much the surplus or deficit is (so subtract the expense from the income) – raise your hand and I will call on you
2. Then I will ask the class to say together whether the amount is a surplus (positive number meaning income is greater than expenses) or a deficit (negative number meaning expenses are greater than income)

Instructor completes the first two examples him/herself to illustrate

Income	100	25	100	200	100	150
Expense	50	50	150	150	75	150
Surplus or Deficit	50	-25	-50	50	25	0
	surplus	deficit	deficit	surplus	surplus	neither

Why is a budget important?

Helps you ensure you do not spend more than you make and have enough savings for the future

Now I want you to turn to the person next to you. The person on my right should tell the person next to them what a budget is. The other person should tell their partner why a budget is important.



Budgeting and Banking Your Financial Future - Lesson 5– page 3



•Objective: Draw concrete conclusions from data sets. Identify and ask significant questions that clarify various points of view and lead to better solutions

Activity 1: Checking and Savings Accounts; Near/Short Term Need vs. Long Term Needs

15 Minutes

Say: Before we dive into our clients' budgets, let's talk for a few minutes about checking and savings accounts.

Ask: "Who can tell me what a checking account is?" Point out the definition on the white board once students have guessed the answer.

"Who can tell me what a savings account is?"

Directions: Students should pair off with their neighbor. Tell students that the person on the right should tell their partner what a checking account is. The other person should tell their partner what a savings account is.

Say: "We just talked about income, expenses and budgets. Given the definitions of checking and savings accounts, let's look at a few examples of common financial terms and decide which would go into and out of checking account vs. a savings account."

Missing Parts...



Examples of items:

Income: checking account

Expenses: mostly checking account, although you might save for a trip or larger purchase later in the year in your savings account and then transfer to your checking to pay it

Surplus (extra money): goes to savings

Additional Notes



Vocabulary

1. Checking account: you write checks on the money you deposit in that account or use a check card to pay for purchases
2. Savings account: money kept in a bank or other financial institution on which you earn interest



•Objective: Draw concrete conclusions from data sets. Identify and ask significant questions that clarify various points of view and lead to better solutions

Activity 2: Improve Client Budget

35 Minutes

Summary: In this activity, students will break into their 3 client teams (doctor, marketer, teacher) with a CT or TL working with each group and determine how the client can reach their monthly savings target by adjusting expenses (and in some cases income).

Say: “The first page of the worksheet is the output from Lesson 3.” Remind students how they came up with the target monthly savings their client needed by using the Merrill Edge model

Say: “Students start Activity 2 in your client groups by looking at the target surplus at the bottom of the sheet. Your goal is to increase income and/or decrease expenses to get the budget surplus to equal the target.

Directions: Handout the Client Budgeting Worksheet and calculators (if available). Students should approach the data in this activity the same way they have in prior sessions which is using strategies to get their clients to meet their goals by either mortgage refinancing, paying off credit cards, or having a second working spouse.

Field Tips



In the case of the Marketer, the client has already achieved the savings goal with no additional action. For this client team, ask the students how they could accomplish the target surplus if the spouse did not work. In the case of the doctor, it is very difficult to reach the target without moving to a new house. If there is still a discrepancy at the end, the client could reduce their expenses at retirement.

✓ Assessment: Exit Ticket

10 Minutes

Exit Ticket Questions

- 1)What is the problem we will be working to solve throughout the Your Financial Future apprenticeship?
- 2)What is a financial plan? (a program or method developed in advance for reaching one’s financial goals)
- 3)How will we solve our client’s problem? (by analyzing their financial information and making a logical recommendation using data, analysis, observation, inference, and making a conclusion)

Future Plans



Next week the class will take a field trip to a bank and will get to hear from a panel of professionals who work in the field of finance. Let the students know that the behavior standards are the same outside of class as they are inside class. The TL and CT should work together to prepare students for the field trip.



Field Trip and Review Game

In this session of Your Financial Future, students will have the opportunity to tour a bank and meet bank employees on a career panel. They will hear directly from the employees about what a career in finance is like. At the end of this lesson, students will be able to describe what the bank employees they met do for a living. They will also be able to describe what the bank environment is like and will be able to describe the key components of saving, budgeting, and credit.

Lesson Objective

- Analyze data sets by observing the data for trends or outliers
- Analyze data sets by identifying gaps or additional questions

Lesson Agenda

30 MIN	Hook: Career Panelists
25 MIN	Content: Tour of Bank
15 MIN	Activity 1: Review game intro and rules
20 MIN	Activity 2: Review Game

Lesson Preparation

The TL or CT should print out the handouts ahead of time

The vocabulary terms for the day should also be pre-written on the white board or printed on sheets of paper for each student.

Standards for Unit

- Citizen Schools students will demonstrate the ability to use reasoning processes to evaluate
- Citizen Schools students will make an effective oral presentation
- Citizen Schools students will use a problem solving process to approach an issue systematically

Connections

In this lesson students will learn about the connection between the work they have been doing in their apprenticeship and a career in finance. Students will use their experience touring a bank and hearing a career panel to inform their professionalism and tone during the WOW! presentation.

Materials

1. Handout with exercises if necessary



Field Trip and Review Game Your Financial Future Lesson 6 – page 2

C I T I Z E N
S C H O O L S

•Objective: Analyze data sets by observing the data for trends or outliers. Analyze data sets by identifying gaps or additional questions

Hook: Career Panelists

30 Minutes

- Introduce activity: Today we will start class with our Do Now activity, which will get us ready for an exciting day together.
- Say: “There are three questions written on the board. Write down your answers to the three questions on a blank sheet of paper, then we will go over our answers together as a class. You have five minutes to finish the activity”
- Directions: After five minutes have passed, select three students to read the question and their answer to the question.
- Transition:

Student Says...



Introduction of New Material: Tour of Bank

25 Minutes

Directions: Students will take a tour of the bank with a guide. Reiterate behavior expectations with students.

Closer Look!



If possible, arrange for bank branded notebooks or pens to give to students to give them a memento of their trip as well as a reminder of the look and feel corporate environment they visited.



Field Trip and Review Game Your Financial Future Lesson 6 – page 3



•Objective: Analyze data sets by observing the data for trends or outliers. Analyze data sets by identifying gaps or additional questions

Activity 1: Review game introduction and rules 15 Minutes

Say: Now we are going to play a review game to make sure we remember all of our content before you all start writing out client presentations next week.

Missing Parts...



Potential review game answers:
Equity is Investment B because there is the largest variation in returns.
Fixed Income is Investment C because it has a very consistent return with just a little downside and upside. Cash is investment A because there is a definite and low return

Answer: Investment B / Equity has the highest risk because the returns vary the most based on the roll of the die. Investment A / Cash has the lowest risk because the returns don't vary based on the role of the die

Activity 2: Review Game

20 Minutes

See Review Game Document for Instructions

Additional Notes





Drafting WOW! Client Presentation

Students will be able to describe the key elements of the WOW! presentation for their client and tell the story for their slides in the presentation.

Lesson Objective

- Draw concrete conclusions from data sets
- Speak loudly enough for the audience to understand

Lesson Agenda

10 MIN	Hook: Do Now
20 MIN	Content: WOW! Presentation and Overview
50 MIN	Activity 1 Write Client Presentation
10 MIN	Assessment: Exit Ticket

Lesson Preparation

The TL or CT should print out the worksheets ahead of time and have computers prepared for groups so that they are able to write their client presentations.

The vocabulary terms for the day should also be pre-written on the white board or printed on sheets of paper for each student.

Standards for Unit

- Citizen Schools students will demonstrate the ability to use reasoning processes to evaluate
- Citizen Schools students will make an effective oral presentation
- Citizen Schools students will use a problem solving process to approach an issue systematically

Connections

In this lesson students will learn all the pertinent information concerning their WOW! performance in just a few short weeks. After learning about the expectations and opportunity in the WOW!, students will begin writing their client presentation.

Materials

1. Sample WOW! client with speaking notes (notes view): 1 per instructor + 1 per team
2. Sample WOW! Client presentation with speaking notes (slide view): overhead or projector needed
3. WOW! Client presentation template (2 pages/slide view): 1 per instructor + 1 per student
4. WOW! Client template (notes view): 1 per instructor + 1 per team
5. Admin – client info and analysis excel doc: 2 copies of each tab
6. Posters
7. Computers



•Objective: Draw concrete conclusions from data sets. Speak clearly, slowly, and loudly enough for the audience to understand.

Hook: Do Now

10 Minutes

- Introduce activity: Today we will start class with our Do Now activity, which will get us ready for an exciting day together.
- Say: “There are three questions written on the board. Write down your answers to the three questions on a blank sheet of paper, then we will go over our answers together as a class. You have five minutes to finish the activity”
- Directions: After five minutes have passed, select three students to read the question and their answer to the question.
- Transition: “Now, let’s learn all about our WOW! presentation!”

Student Says...



Write down three things you're excited about for our WOW!
 And answer the question “what do you imagine our client presentation will look like once we have a final product?”

Introduction of New Material: WOW! Presentation Overview

20 Minutes

- Objectives/Agenda: Ask for a strong, silent hand to read out the objectives and agenda. Ask students if there are any questions about the objectives or agenda.
- Preview assessment: “I will know you have met the objectives today if you can draw accurate conclusions for your client from the data you have about him/her. I’ll also know that you have met the objectives for class if you are able to demonstrate the important components of making a public presentation: speak clearly, speak slowly, and speak loudly when making a presentation to an audience.”
- Direct Teach and Review: Ask students the following questions: “Who can tell me what we are doing for our WOW! presentation? Where is our presentation going to be? Who will be in the audience?”
- Demonstrate WOW!: Show the class a sample of the WOW! presentation they will make in a couple of weeks. Have each student identify the top three slides from the presentation they would like to present. When the class breaks into groups for Activity 1, students will be asked which pages of the presentation they want to present. First your teachers (CT, volunteers, CTL) are going to present, but we are going to get some things wrong. You’ll need to tell us what we did wrong at the end

Closer Look!



Write the following WOW! Agenda and objectives on the board

Introduction (2 mins)
 Teacher Recommendations (5 mins)
 Doctor Recommendations (5 mins)
 Marketing Manager
 Recommendations (5 mins)
 Summary (1 mins)

Objectives of WOW! Presentation

- Provide client valuable recommendations
- Develop your presentation skills
- Summarize what you have learned



•Objective: Draw concrete conclusions from data sets. Speak clearly, slowly, and loudly enough for the audience to understand.

Activity 1: Write the WOW! presentation

50 Minutes

Say: “We will be writing a presentation like the one I just presented for our client. “

Directions: Go around the groups and ask students to provide their top three choices of pages to present **(they should be following along on their own printed copy of the sample client presentation demonstrated earlier)**.

Assign presentation roles

- Client Profile
- Expected Retirement Savings
- Recommended Age and Savings
- Credit and Interest
- Budget
- Asset Allocation
- Summary

Say: “To develop the presentation, we will need everyone to work together. As a group, we will go page by page and write what the audience will see on the screen.”

Directions: Assign two students next to each other to collaborate and look up the information needed for the first slide. Students will then share that information with the rest of their group who then type the information needed on their individual templates in PowerPoint. Students will then work individually to write their talking points down on the printed page they will be presenting. Make yourself available to students/groups that need help.

Missing Parts...



Assign WOW! presentation roles, taking into account student interests and areas students have shown leadership/success in throughout the apprenticeship. Alternatively, you can have students pull assignments out of a hat.

Additional Notes



If some students finish early, have them write talking points for slides they will not be presenting



•Objective: Draw concrete conclusions from data sets. Speak clearly, slowly, and loudly enough for the audience to understand.

✓ **Assessment: Exit Ticket Activity** **10 Minutes**

Directions: Have students go back to original seats Each student should present their slide to the person next to them. After 5 minutes *cold call students to answer key questions such as:*

What are we doing for our WOW! event? Where will it be?
What are some of the keys to presenting well?
Ask one person from each team to present his/her slide in front of class (you may call on more presenters depending upon time available)

Field Tips



Students should focus on exercising their oral communication skills during the Exit Ticket activity. As students answer the questions, correct their form, volume, and tone if there is room for improvement.

Future Plans



The next two weeks will focus on students rehearsing their performances and finishing their client PowerPoint presentations.



Rehearse Presentation

Students will be able to describe the key elements of the WOW! presentation for their client and tell the story for their slides in the presentation.

Lesson Objective

- Draw concrete conclusions from data sets
- Speak loudly enough for the audience to understand

Lesson Agenda

10 MIN	Hook: Do Now
20 MIN	Content: WOW! Presentation and Overview
50 MIN	Activity 1 Write Client Presentation
10 MIN	Assessment: Exit Ticket

Lesson Preparation

The TL or CT should print out the worksheets ahead of time and have computers prepared for groups so that they are able to write their client presentations.

The vocabulary terms for the day should also be pre-written on the white board or printed on sheets of paper for each student.

Standards for Unit

- Citizen Schools students will demonstrate the ability to use reasoning processes to evaluate
- Citizen Schools students will make an effective oral presentation
- Citizen Schools students will use a problem solving process to approach an issue systematically

Connections

- Students will focus on their oral communication skills by speaking loudly during the rehearsal today and practice drawing conclusions for their clients based on the financial data they received during the interviews.

Materials

1. Sample WOW! client with speaking notes (notes view): 1 per instructor + 1 per team
2. Sample WOW! Client presentation with speaking notes (slide view): overhead or projector needed
3. WOW! Client presentation template (2 pages/slide view): 1 per instructor + 1 per student
4. WOW! Client template (notes view): 1 per instructor + 1 per team
5. Admin – client info and analysis excel doc: 2 copies of each tab
6. Posters
7. Computers



•Objective: Draw concrete conclusions from data sets. Speak clearly, slowly, and loudly enough for the audience to understand.

Hook: Do Now

10 Minutes

- Introduce activity: Today we will start class with our Do Now activity, which will get us ready for an exciting day together.
- Say: “There are three questions written on the board. Write down your answers to the three questions on a blank sheet of paper, then we will go over our answers together as a class. You have five minutes to finish the activity”
- Directions: After five minutes have passed, select three students to read the question and their answer to the question.
- Transition: “Now, let’s learn all about our WOW! presentation!”

Student Says...



Write down three things you’re excited about for our WOW!
 And answer the question “what do you imagine our client presentation will look like once we have a final product?”

Introduction of New Material: WOW! Presentation Overview

20 Minutes

- Objectives/Agenda: Ask for a strong, silent hand to read out the objectives and agenda. Ask students if there are any questions about the objectives or agenda.
- Preview assessment: “I will know you have met the objectives today if you can draw accurate conclusions for your client from the data you have about him/her. I’ll also know that you have met the objectives for class if you are able to demonstrate the important components of making a public presentation: speak clearly, speak slowly, and speak loudly when making a presentation to an audience.”
- Direct Teach and Review: Ask students the following questions: “Who can tell me what we are doing for our WOW! presentation? Where is our presentation going to be? Who will be in the audience?”
- Demonstrate WOW!: Show the class a sample of the WOW! presentation they will make in a couple of weeks. Have each student identify the top three slides from the presentation they would like to present. When the class breaks into groups for Activity 1, students will be asked which pages of the presentation they want to present. First your teachers (CT, volunteers, CTL) are going to present, but we are going to get some things wrong. You’ll need to tell us what we did wrong at the end

Closer Look!



Write the following WOW! Agenda and objectives on the board

- Introduction (2 mins)
- Teacher Recommendations (5 mins)
- Doctor Recommendations (5 mins)
- Marketing Manager Recommendations (5 mins)
- Summary (1 mins)

Objectives of WOW! Presentation

- Provide client valuable recommendations
- Develop your presentation skills
- Summarize what you have learned



•Objective: Draw concrete conclusions from data sets. Speak clearly, slowly, and loudly enough for the audience to understand.

Activity 1: Write the WOW! presentation

50 Minutes

Say: “We will be writing a presentation like the one I just presented for our client. “

Directions: Go around the groups and ask students to provide their top three choices of pages to present **(they should be following along on their own printed copy of the sample client presentation demonstrated earlier)**.

Assign presentation roles

- Client Profile
- Expected Retirement Savings
- Recommended Age and Savings
- Credit and Interest
- Budget
- Asset Allocation
- Summary

Say: “To develop the presentation, we will need everyone to work together. As a group, we will go page by page and write what the audience will see on the screen.”

Directions: Assign two students next to each other to collaborate and look up the information needed for the first slide. Students will then share that information with the rest of their group who then type the information needed on their individual templates in PowerPoint. Students will then work individually to write their talking points down on the printed page they will be presenting. Make yourself available to students/groups that need help.

Missing Parts...



Assign WOW! presentation roles, taking into account student interests and areas students have shown leadership/success in throughout the apprenticeship. Alternatively, you can have students pull assignments out of a hat.

Additional Notes



If some students finish early, have them write talking points for slides they will not be presenting



Rehearse Presentation

Your Financial Future - Lesson 8 – page 4

C I T I Z E N
S C H O O L S

•Objective: Draw concrete conclusions from data sets. Speak clearly, slowly, and loudly enough for the audience to understand.

✓ Assessment: Exit Ticket Activity 10 Minutes

Directions: Have students go back to original seats Each student should present their slide to the person next to them. After 5 minutes *cold call students to answer key questions such as:*

What are we doing for our WOW! event? Where will it be?
What are some of the keys to presenting well?
Ask one person from each team to present his/her slide in front of class (you may call on more presenters depending upon time available)

Field Tips



Future Plans





Rehearse Presentation

Students will be able to describe the key elements of the WOW! presentation for their client and tell the story for their slides in the presentation.

Lesson Objective

- Draw concrete conclusions from data sets
- Speak loudly enough for the audience to understand

Lesson Agenda

10 MIN	Hook: Do Now
20 MIN	Content: WOW! Presentation and Overview
50 MIN	Activity 1 Write Client Presentation
10 MIN	Assessment: Exit Ticket

Lesson Preparation

The TL or CT should print out the worksheets ahead of time and have computers prepared for groups so that they are able to write their client presentations.

The vocabulary terms for the day should also be pre-written on the white board or printed on sheets of paper for each student.

Standards for Unit

- Citizen Schools students will demonstrate the ability to use reasoning processes to evaluate
- Citizen Schools students will make an effective oral presentation
- Citizen Schools students will use a problem solving process to approach an issue systematically

Connections

Materials

1. Sample WOW! client with speaking notes (notes view): 1 per instructor + 1 per team
2. Sample WOW! Client presentation with speaking notes (slide view): overhead or projector needed
3. WOW! Client presentation template (2 pages/slide view): 1 per instructor + 1 per student
4. WOW! Client template (notes view): 1 per instructor + 1 per team
5. Admin – client info and analysis excel doc: 2 copies of each tab
6. Posters
7. Computers



•Objective: Draw concrete conclusions from data sets. Speak clearly, slowly, and loudly enough for the audience to understand.

Hook: Do Now

10 Minutes

- Introduce activity: Today we will start class with our Do Now activity, which will get us ready for an exciting day together.
- Say: “There are three questions written on the board. Write down your answers to the three questions on a blank sheet of paper, then we will go over our answers together as a class. You have five minutes to finish the activity”
- Directions: After five minutes have passed, select three students to read the question and their answer to the question.
- Transition: “Now, let’s learn all about our WOW! presentation!”

Student Says...



Write down three things you’re excited about for our WOW!
 And answer the question “what do you imagine our client presentation will look like once we have a final product?”

Introduction of New Material: WOW! Presentation

Overview

20 Minutes

- Objectives/Agenda: Ask for a strong, silent hand to read out the objectives and agenda. Ask students if there are any questions about the objectives or agenda.
- Preview assessment: “I will know you have met the objectives today if you can draw accurate conclusions for your client from the data you have about him/her. I’ll also know that you have met the objectives for class if you are able to demonstrate the important components of making a public presentation: speak clearly, speak slowly, and speak loudly when making a presentation to an audience.”
- Direct Teach and Review: Ask students the following questions: “Who can tell me what we are doing for our WOW! presentation? Where is our presentation going to be? Who will be in the audience?”
- Demonstrate WOW!: Show the class a sample of the WOW! presentation they will make in a couple of weeks. Have each student identify the top three slides from the presentation they would like to present. When the class breaks into groups for Activity 1, students will be asked which pages of the presentation they want to present. First your teachers (CT, volunteers, CTL) are going to present, but we are going to get some things wrong. You’ll need to tell us what we did wrong at the end

Closer Look!



Write the following WOW! Agenda and objectives on the board

- Introduction (2 mins)
- Teacher Recommendations (5 mins)
- Doctor Recommendations (5 mins)
- Marketing Manager Recommendations (5 mins)
- Summary (1 mins)

Objectives of WOW! Presentation

- Provide client valuable recommendations
- Develop your presentation skills
- Summarize what you have learned



•Objective: Draw concrete conclusions from data sets. Speak clearly, slowly, and loudly enough for the audience to understand.

Activity 1: Write the WOW! presentation

50 Minutes

Say: “We will be writing a presentation like the one I just presented for our client. “

Directions: Go around the groups and ask students to provide their top three choices of pages to present **(they should be following along on their own printed copy of the sample client presentation demonstrated earlier)**.

Assign presentation roles

- Client Profile
- Expected Retirement Savings
- Recommended Age and Savings
- Credit and Interest
- Budget
- Asset Allocation
- Summary

Say: “To develop the presentation, we will need everyone to work together. As a group, we will go page by page and write what the audience will see on the screen.”

Directions: Assign two students next to each other to collaborate and look up the information needed for the first slide. Students will then share that information with the rest of their group who then type the information needed on their individual templates in PowerPoint. Students will then work individually to write their talking points down on the printed page they will be presenting. Make yourself available to students/groups that need help.

Missing Parts...



Assign WOW! presentation roles, taking into account student interests and areas students have shown leadership/success in throughout the apprenticeship. Alternatively, you can have students pull assignments out of a hat.

Additional Notes



If some students finish early, have them write talking points for slides they will not be presenting



Rehearse Presentation

Your Financial Future - Lesson 9 – page 4

C I T I Z E N
S C H O O L S

•Objective: Draw concrete conclusions from data sets. Speak clearly, slowly, and loudly enough for the audience to understand.

✓ Assessment: Exit Ticket Activity 10 Minutes

Directions: Have students go back to original seats Each student should present their slide to the person next to them. After 5 minutes *cold call students to answer key questions such as:*

What are we doing for our WOW! event? Where will it be?
What are some of the keys to presenting well?
Ask one person from each team to present his/her slide in front of class (you may call on more presenters depending upon time available)

Field Tips



Future Plans





Rehearse Presentation

This lesson will be a time for rehearsal and a celebration of student progress over the last ten weeks

Lesson Objective

- Effectively use visual aids in a presentation
- Identify the audience in which technical terms and vocabulary should be used

Standards for Unit

- Citizen Schools students will evaluate innovations and determine their feasibility
- Citizen Schools students will make an effective oral presentation

Lesson Agenda

15 MIN	Hook: Vocabulary Charades
45 MIN	Activity 1: Rehearsal
30 MIN	Activity 2 (you do): Celebration

Connections

Students will rehearse their WOW! presentations during today's session and also have time to celebrate reaching the end of a meaningful, fun experience together in class.

Lesson Preparation

• **Resources:** Lesson 10 gives students more time to complete their performance rehearsal and/or practice presenting before the WOW!. Once students have finished, there will be a celebration of their work during the apprenticeship.

Materials

1. Visual of Objective/Agenda
2. Chart for vocabulary
3. Completed Projects
4. Snacks for celebration



•Objective: Effectively use visual aids in a presentation. Identify the audience in which technical terms and vocabulary should be used

Hook: Vocabulary Charades

15 Minutes

•**Explain:** “Today is the last day of our apprenticeship. Over the past 10 weeks we have learned about renewable energy sources, public speaking, and even built a household appliance. Today we’re going to play charades to review the vocabulary we have learned throughout our apprenticeship.

•**Warm Up:**

Rule of Charades:

1. Split up the class into two teams
2. On strips of paper, write down 10 vocabulary words from the class
3. Nominate one representative from each team to come up to the front of the class. Pull out one of the rolled up strips of paper and show the students the vocabulary for the game.
4. Next, ask the students to face their teams, with their backs turned against each other. Without talking, each representative tries to act out the vocabulary for their teammates to guess. They are not allowed to speak or answer questions about what the vocabulary word is. Each “actor” is given a strict time limit of 60 seconds. The team who correctly guesses the right vocabulary word first wins the round and earns one point. The team with the highest points after 10 rounds wins the game.

Student Says...



Students may have trouble playing charades without talking. The TL and CT may go through one round of charades to demonstrate the game for students.



Rehearse Presentation Your Financial Future Lesson 10– page 3



•Objective: Effectively use visual aids in a presentation. Identify the audience in which technical terms and vocabulary should be used

Activity 1: Rehearsal

45 Minutes

Directions:

CTs and TLs should use this session to ensure sufficient WOW! preparation. Some things to keep in mind:

1. Teachers and students should make last minute changes to the power point document and confirm that everything is spelled correctly and that team members know their roles.
2. Teachers should test students' understanding and ability to perform their portion of the WOW!, explain what its specific vocabulary words mean, and how members of the audience can use what they learn during the WOW! to improve their personal financial management. Students should also practice being adept at answering a range of questions that pertain to finance.
3. Students should have adequate time to present and practice as teams.
4. Make sure that all presentation documents and other necessary materials are properly stored in a safe location until the WOW!

Missing Parts...



Ensure student understanding by allowing students to ask questions about their WOW! performance and give feedback on strengths and areas for improvement prior to their WOW!

Activity 2: Celebration

30 Minutes

•**Explain:** If you decided to give awards to students for exemplary work/actions during the apprenticeship then now is a good time to present them.

Directions for Team Celebration:

Provide snacks

Give out team awards

Acknowledge what your apprentices have learned

Make students feel great about their work and encourage them to stay interested in financial planning because it is extremely valuable and can help them now and in the future and because their newly learned literacy in personal finance could even help their parents with family financial decisions.

Additional Notes



Potential awards for the team celebration are MVFP (most valuable financial planner), MIFP (most improved financial planner), and best orator for the student who performed most consistently in the oral presentation activities.