WORKSHOP LEADER’S GUIDE FOR *FINANCING YOUR FUTURE*

PART II  Workshop Agenda

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*Financing Your Future* is a program developed by the National Council on Economic Education with funding from the Citigroup Foundation.
Full Day Workshop Agenda

The agenda below references the Workshop Leader’s PowerPoint and the Teacher’s Handout portion of this guide. PowerPoint slides are found in the online Workshop Leader’s Guide at http://financingyourfuture.ncee.net/resources/. Thumbnails and notes for these slides can be found following this agenda on page 5. Workshop leaders may wish to make copies of these thumbnails and notes for attendees. The Teachers Handout can also be found at the above website.

I. Registration, Welcome, Introductions, and Workshop Objectives  
   Time: 30 minutes

   Materials: A copy of the teachers handout for each participant
              Nametags
              Workshop participant form for teachers to sign in
              A copy of the picture release form for each participant (optional)
              Camera (optional)
              Construction paper and markers at each table for name tents

   Step 1: As participants arrive, have them fill in the workshop participant form, fill out a picture release form, and pick up their nametags and a copy of the teachers handout.

   Step 2: Introduce yourself and welcome participants to the program. Ask participants to use the construction paper and markers at their table to make name tents.

   Step 3: Explain that the objectives of the workshop are to enable participants to:

   • increase their awareness of and familiarity with the Financing Your Future DVD series and the lessons that accompany the series.
   • review the features of the teachers guide and identify lessons that complement the courses taught.
   • identify lessons demonstrated in the workshop that can be used in their classroom.
   • recognize the correlation between the DVD series, lessons, and the state education standards in economics and/or personal finance and/or social studies.

II. PowerPoint Presentation (Slides 1-24)  
    Time: approx. 1 hour and 15 minutes

   Overview and Features
   Slides # 1 through 7

   Correlation with Standards
   Slides # 8 through 10

   Survey of Video Topics
   Slides # 11 through 21

   Teachers Record Answers to Statements About Wealth: True or False
III. Break  

IV. PowerPoint Presentation (Slides 25-38)  
Video 1 Activities: Financial Scenarios on Building Wealth  
Slides # 25 through 26

Additional Video 1 Activities  
Slides # 27 through 29

Show Video 2: Get Smart  
Slides # 30

Video 2 Activities on Human Capital  
Slides # 31 through 37

Video 3: True or False  
Slide # 38

V. Lunch  

VI. PowerPoint Presentation (Slides 39-49)  
Show Video 3: Get Banked  
Slides # 39

Video 3 Activities on Banking Services and Payment Methods  
Slides # 40 through 44

Video 4: True or False  
Slide # 45

Show Video 4: Get the Credit You Deserve  
Slides # 46

Video 4 Activities on Credit Scores and the Wise Use of Credit  
Slides # 47 through 48

Video 5: True or False  
Slide # 49
VII. Break  
Time: 15 minutes

VIII. PowerPoint Presentation (Slides 50-57)  
Time: approx. 30 minutes

Show Video 5: Get a Financial Plan  
Slides # 50

Video 5 Activities on Compounding, Budgeting and Allocation to Build Wealth  
Slides # 51 through 55

Credits  
Slides # 56 through 57

IX. Wrap-up and Evaluation  
Time: 15 minutes

Ask participants to fill out and hand in the evaluation form
1. Explain that *Financing Your Future* is a DVD series produced by the NCEE and sponsored by the Citigroup Foundation.

2. Why is K-12 financial education so important?
   - More than ever there is a need for our citizens to have at least a basic knowledge of economics and financial management.
   - It’s at the basis of everything we do.
   - If people cannot make informed and sound personal finance decisions, how are they to make well-informed and sound public policy decisions?

3. Why is K-12 financial education so important?
   - Americans have approximately $1 trillion in revolving credit card debt.
     - half make the minimum monthly payment.
   - Nationally, those under 25 are the fastest-growing age group filing for personal bankruptcy.

4. - Personal Finance Video Series on DVD
   - Developed by NCEE
   - Funded by the Citigroup Foundation
Financing Your Future

- Aimed primarily at High School Students
- Helps students develop sound financial life skills
- Illustrates how sound choices can
  - Build financial success and
  - Lead to a more satisfying life

The Teacher’s Guide includes:

- 15 lessons – 3 for each of the 5 videos
- Tables of Correlation with
  - Jump$tart Personal Finance Standards,
  - Voluntary National Economic Standards
  - National Council of Teachers of Mathematics Standards
- A glossary of terms
- Pre- & post-test questions for classroom use

The first lesson for each video includes a short true/false and a short activity
- The remaining two lessons feature role plays and group work to develop content introduced in the videos.

The full correlation of the lessons with the Voluntary National Content Standards in Economics can be found on the teachers guide on the DVD.
The full correlation of the lessons with the Principles and Standards for School Mathematics can be found in the teachers guide on the DVD.

The full correlation of the lessons with the National Standards in Personal Finance can be found in the teachers guide on the DVD.

Slides 11-21 provide an opportunity for workshop leaders to give teachers a brief overview of the five videos.
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Video 1 – Get a Financial Life

- Introduces basic vocabulary and key concepts such as wealth building, savings and an important rule
  “Spend less than you earn”

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Video 2 – Get Smart
Decisions Have Consequences

- Covers trade-offs and opportunity costs related to decisions, both small, e.g., “What to wear” and large, e.g., “How much time and income to devote in one’s own human capital”
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Video 3 – Get Banked
The Banking Advantage

- Illustrates how vital it is to have a banking relationship
- Reveals the surprisingly high cost of being “unbanked”
- Warns of the pitfalls of frequenting payday lending and check-cashing establishments

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Video 4 – Get the Credit You Deserve

- Demystifies credit and debt
- Shows that smart decision-making can enable a more fulfilling life
- Discusses APR calculations and credit scores in detail

Financing Your Future
Financing Your Future

Video 5 – Get a Financial Plan

- Stresses the importance of budgeting and planning, saving early and often
- Discusses
  - compound interest
  - "paying yourself first"
  - various investment instruments
  - risk tolerance

Have the teachers answer TRUE or FALSE to these statements about wealth. Ask teachers to answer these questions as a high school student might, but skip the answer page.

Play Video 1 – The Teachers Handout includes the video summary text from the full Teachers Guide

Teachers Handout #18 includes the answer page. Discuss answers now that video has been shown.
Have the teachers divide up into four groups and assign each group one of the case studies for discussion.

Have the groups discuss – and a representative report on – whether they thought the scenarios indicated financial behavior that would build wealth. Ask what factors not specified in the scenarios would have led them to give a better or worse rating to the behavior described in the scenarios.

Ask teachers to consider how a high school student would complete this activity sheet.
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Activity 1.3.2 - Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food [snacks, lunches, carry-out, delivery meals in restaurants, vending machines and so on]</td>
<td></td>
</tr>
<tr>
<td>Entertainment [movies at the theatre, movie rentals, concerts, video arcade, sporting events, parties and so on]</td>
<td></td>
</tr>
<tr>
<td>Clothing and other personal items [makeup, deodorant and so on]</td>
<td></td>
</tr>
<tr>
<td>Car [gasoline, repairs, insurance and so on]</td>
<td></td>
</tr>
</tbody>
</table>

Play Video 2 – The Teachers Handout includes the video summary text from the full Teachers Guide

Activity 2.1.1 - Personal Resources and Human Capital Survey

<table>
<thead>
<tr>
<th>Time Lost</th>
<th>Income</th>
<th>Personal Energy</th>
<th>Skills, Talents &amp; Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lost your house during a flood due to unforeseen flooding during your stay.</td>
<td></td>
<td>2/4.5</td>
<td></td>
</tr>
<tr>
<td>Loss of your job due to restructuring during a 10% lay-off</td>
<td></td>
<td>1/2.5</td>
<td></td>
</tr>
</tbody>
</table>

Activity 2.1.2 - Decision-Making Grid

Problem:

<table>
<thead>
<tr>
<th>Alternatives/Criteria</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
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Activity 3.1.3 - Solve the Problem

For each of the following problems, construct a decision grid that uses all five steps.

A. Bill and Mary plan to go to camping, which is half during spring break. Each of them needs $100, and they think they can drive the money easily if they work together. After a brainstorming session, they decide that they will drive together, earn money together, and then drive to the campsite in the morning and they can buy it for the day. The cost will be about $20 per person for the trip and their trip. Mary performs with a musical group, which has $120 in expenses since a week. Bill and Mary figure they should charge $10 per hour per person for cleaning and also should charge $10 per hour for babysitting. The total cost for Mary’s part will be $60 for babysitting and $60 for cleaning. Mary will charge $1 per hour for babysitting and $1 per hour for cleaning. Mary will charge $1 per hour for babysitting and $1 per hour for cleaning. Bill and Mary decide to pay $200 per person if they can’t make it. What should they do?

Have teachers do this in groups
Have teachers take the quiz before the video is shown. Ask them to answer as if they were a high school student.

Play Video 3 – The Teachers Handout includes the video summary text from the full Teachers Guide

After the video is shown, go over the answers.
Have teachers do this in group

Have teachers do this

Go over this with teachers.
Have teachers take this quiz before watching the video. Ask them to answer as if they were a high school student.

Play Video 4 – The Teachers Handout includes the video summary text from the full Teachers Guide

Go over this as a high school student would answer.

Go over what is in a credit score.
Have teachers answer this quiz before watching the video. Ask them to answer as if they were a high school student.

Play Video 5 – The Teachers Handout includes the video summary text from the full Teachers Guide

Go over this activity with teachers.

Ask teachers to do this in group.
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Activity continued

Go over as a group.

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