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FINANCIAL LITERACY

Money Smart: Teaching Financial Literacy To Teens

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Money Smart: Teaching Financial Literacy To Teens

The image features R Style, a student ran business using the Junior Achievement of Greater Miami Company Program iPrep Academy and Digital Business Marketing students at Cutler Bay Senior High.

Disseminator
La-Shanda C. West, Ed.S.
Cutler Bay Senior High School Mail Code: 6081
TEL: (305) 235-1581
FAX: (305) 234-8071
E-Mail: LaShandaWest@dadeschools.net
Website: https://cutlerbayhigh.org/

For information concerning Ideas with Impact Innovator, Disseminator and Adapter grants, contact Audrey Onyeike at The Education Fund TEL: 305-558-4544
E-Mail: aonyeike@educationfund.org
Website: www.educationfund.org

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Teaching Financial Literacy To Teens

Date

Dear Parent or Guardian:

Our class is starting a series of lessons and activities to learn basic financial literacy skills. This is a part of my course curriculum, and also a good preparation for students as they move into an independent adult life. This course covers the topics earning wages and budgeting. Learning about these topics will give students skills they need to understand how to finance their postsecondary education goals. The classroom activities will ask your child to consider her or his goals, and the finances required to achieve them. These activities will help make these goals more realistic and relevant to your child's life. They will also help your child achieve her or his high school employment goals. Your child may discuss financial topics with you. For example, they may ask you what your first job was and how do you know which will not interfere with their high school education. We will not discuss your personal finances in class. Talking about personal finances will help your child understand financial skills in real-life experiences and will help your child make realistic plans for her or his own future.

Please support your child's learning by discussing your personal's finances as you feel comfortable.

If you have any questions, please call me at (305) 305-3051.

For more information about this program or about financial life skills, you can visit the Consumer Financial Protection Bureau at https://www.consumerfinance.gov/about-us/blog/back-to-school-resources-teachers-parents-financial-education-practitioners/

Respectfully,

Teacher

West Side High School
Miami-Dade County Public Schools
teacher@westside.edu

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GOALS

Money Smart: Teaching Financial Literacy To Teens is specifically for middle and high school students with a focus on financial literacy skills applicable now until retirement. It will assist students in developing SMART objectives (immediate, intermediate and indelible) as they create a healthy relationship with money. The unit plan introduces financial terminology and activities building life skills to prepare students for money smart decision-making that is necessary to live a financially literate adult life.

GOALS INCLUDE:

1. Accomplish immediate, intermediate and indelible SMART objectives.
2. Apply growth mindset to learn how to build a healthy relationship with money.
3. Gain mastery in personal finance when budgeting for everyday expenses
4. Develop a resume.
5. Perform a mock interview with local companies.

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OBJECTIVES

STUDENTS WILL BE ABLE TO:

A. Obtain Financial Literacy Skills

1. Budget
2. Earn
3. Finance
4. Invest
5. Saving
6. Spending

B. Understanding the Role of a Consumer

1. Checking Account
2. Savings Account
3. Service Fees

C. Fulfill Citizenship Responsibilities

1. Attend Local Government Budget Hearings
2. Pay Taxes
3. Workforce Ready

D. Strengthen Higher-Order Thinking Skills

1. Analysis
2. Critical thinking
3. Evaluation
4. Mindset
5. Problem-solving

E. Develop Social and Emotional Skills

1. Relationship Skills
2. Responsible Decision-Making
3. Self-Management

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FLORIDA STANDARDS

FINANCIAL LITERACY

SS.912.FL.1.1 Evaluate and reflect on how values affect personal financial decision-making.

SS.912.FL.1.6 Describe how a piece of information received early, even if incorrect or irrelevant, can provide an anchor that people use when making their personal financial decisions.

SS.912.FL.1.7 Describe how people often focus on information that confirms their original beliefs when they research information to make personal financial decisions.

SS.912.FL.2.3 Analyze the ways that people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.

SS.912.FL.2.6 Explain that taxes are paid to federal, state, and local governments to fund government goods and services as well as transfer payments from government to individuals.

SS.912.FL.2.9 Describe why some people choose to become entrepreneurs as a career choice.

SS.912.FL.3.1 Analyze the factors that influence a consumers decision-making process (e.g., the price of a good or service, the price of alternatives, income level, personal preferences, advertisements, and reviews.)

SS.912.FL.3.7 Explain how governments establish laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers.

SS.912.FL.3.8 Evaluate how different forms of payment can result in costs or fees.

SS.912.FL.3.9 Develop a budget based on a given income and expenses for long-term and short-term financial goals.

SS.912.FL.4.1 Describe the different types of accounts and financial products offered through banking institutions.

SS.912.FL.4.3 Explain how people should regularly track and manage funds in their account to ensure enough funds are available in those accounts to cover any outstanding transactions.

SS.912.FL.4.4 Analyze the impact of spending versus saving.

SS.912.FL.5.3 Explain that loans can be unsecured or secured with collateral.

SS.912.FL.5.15 Explain that consumers are entitled to a free copy of their credit report annually.

SS.912.FL.6.7 Describe how diversifying investments in different types of financial assets can lower investment risk.

CCTC—Common Career Technical Core; NBEA PF— National Business Education Association Standards for Personal Finance

• CTCC–FN 9.1: Discuss the fundamental principles of money.

• NBEA PF I: Use a rational decision- making process as it applies to the roles of citizens, workers, and consumers.

• NBEA PF II: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process

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CASEL Components

The Collaborative for Academic, Social, and Emotional Learning (CASEL) framework is evidence-based providing goals to develop character through social and emotional learning for preschool through high school students.

Developmental Goals (adapted from CASEL)

1. Build mature relationships with peers while developing emotional independence
2. Understand emotional perspectives
3. Respect personal identity
4. Establish values and an ethical system to guide behavior

Self-Awareness	**Self-Management**	**Relationship Skills**	**Responsible Decision-Making**
• Demonstrating honesty and integrity • Having a growth mindset • Developing interests and a sense of purpose	• Exhibiting self-discipline and self-motivation • Setting personal and collective goals • Using planning and organizational skills	• Communicating effectively • Practicing teamwork and collaborative problem-solving • Showing leadership in groups • Standing up for the rights of others	• Demonstrating curiosity and open-mindedness • Identifying solutions for personal and social problems • Analyzing information, data, facts

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OVERVIEW

In support of the State of Florida new Financial Literacy course, this curriculum packet seeks to prepare students for real-world readiness when dealing with personal financial planning using their attitudes, mindset, and interests. Financial Literacy and life skills are necessary tools to prepare students for a financially stable adult life by making the informed choices when to enter the workforce and how to develop a healthy relationship with money. Secondary teachers seeking to incorporate Financial Literacy in their classroom will value this resource for it gives real-life lessons easily adoptable for any achievement level focusing on reading, speaking, writing, research skills and stakeholder engagement.

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MATERIALS

- Chart paper
- Copy paper to print documents such as the student attitude inventory survey
- Construction Paper (create company signs for mock interview)
- Internet/WIFI
- Markers
- Painter's Tape (to post chart paper or other activities on classroom walls)
- Pencils (to draw/illustrate)
- Projector
- SMART Board/Promethean
- Spreadsheet for budgeting (Google or Microsoft)

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Vocabulary

1. Assets
2. Budget
3. Capital
4. Checking account
5. Cost-Benefit Analysis
6. Ethics
7. Financial Freedom (independence)
8. Financially Literate
9. Financial Plan
10. Financial Stability
11. Fiscal Consumer
12. Income (wage and responsibility)
13. Mindset
14. Minimum Wage
15. Net Worth
16. Opportunity Cost
17. Rainy Day Fund
18. Saving Account
19. Values
20. Wealth

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Personal Finance

Unit Plan

TIME: 3 days for block classes; 6 days for 55 minutes classes

TARGETED AUDIENCE: General Education secondary classes (grades 6-12) incorporating financial literacy

ESSENTIAL QUESTIONS: What does it mean to be financial literate? How can you develop a healthy relationship with money?

DAY 1 START of the LESSON (HOOK):
[5-10 minutes]

Start the lesson with a discussion. Explain to students that majority 55-60% of Americans live paycheck to paycheck according to CNBC. One of the reasons for this, people are not financially literate. They have student loan debt, credit card debt, or just mismanage their finances. Pose the first essential question, **what does it mean to be financial literate?** The answer may vary. If students are reluctant, give them one example such as having money in their savings account beyond the rainy day fund. Or explain the actual definition of being financial literate from Investopedia is the knowledge of how to make smart decisions with money. Once the initial discussion is done, then ask them **how can you develop a healthy relationship with money?** This may be difficult for them to provide a response. You should explain that even adults are not fiscally responsible with managing their finance. Discuss living beyond your means, for example Mc Hammer is a hip hop artist from the 1990s. He earned millions of dollars from his music. Instead of investing and saving his money, he bought a car for every day of the week, lived lavishly, and gave money to his family and friends until he had not more to give. Clarify, in personal finance, it is ok to pay yourself first. This may include buying a house or something as small as a vacation. It doesn't mean spend all your hard earn dollars.

Vocabulary Understanding
[15-20 minutes]

Frontload information before the pre-assessment by discussing the **20 vocabulary** words. Either call on one student per vocabulary or ask for volunteers to state the definition of each.

Administer Activity 1 Money Quiz (Pre Assessment)
[15-20 minutes]

Be sure to photocopy enough for one student per person to take the quiz. If time permits, review that same day. If not review the next class.

DAY 2 START of the LESSON (HOOK):
[5-10 minutes]

Explain that human beings have basic needs to be fulfilled in order to be productive members of the society. Express that needs are necessary to survive. Discuss an overview of Maslow's hierarchy of needs at the based are physiological needs, the next level is safety, then love and belonging, esteem, lastly is self-actualization. Then explain what the difference between a need and a want. For example, I want to travel to Italy next summer. However, I need to exercise every day for healthy and physiological needs.

ACTIVTY 2
[10-15 minutes]

Distribute Activity 2 Needs versus Wants. Read the directions then release them to complete the document. You have the option to have them to collaborate. If you choose this option pair them in groups of two, no more than three students. Give them a chart part and makers. Ask them to create the graphic organizer and complete each part. Allow each group to share out one response.

ACTIVITY 3
[25 minutes]

Put the article "Working as a teenager. The benefits outweigh the costs" projected on the Smartboard. Have each student popcorn read (or what every reading style you choose) each paragraph. Created an assignment in Schoology or whatever Learning Management System (LMS) you use for students to answer the five questions. If you run out of time review the next class period.

DAY 3 START of the LESSON (HOOK):
[5-10 minutes]

Remind the students that personal financial is how individuals manage their money. Ask them how many students have a job raise your hand? Then inquire do you save or spend your money? Lastly, ask students if they have ever created a financial plan, if so for what reason? Explain a financial plan is a way to organize financial goals and a record of how to achieve each goal.

ACTIVTY 4
[15-20 minutes]

Distribute Activity 4 one per student. Explain for this assignment, students are asked to create three short-term (immediate), three intermediate, and three long-term (indelible) goals. Each goal is to how much money is need and a plan of action. Allow students to share out their responses.

ACTIVTY 5
[10 minutes]

Distribute Activity 5 Am I ready to earn an income? Ideally, after creating a financial plan, students are eager to earn money to achieve each goal. If the energy is there, continue onto this activity, if it's not, reassess the room to see why the students are not interested or maybe they need support, if so, offer your help. Once you are ready, allow to complete Activity 5. If students are comfortable, allow them to share their response.

DAY 4 START of the LESSON (HOOK):
[5-10 minutes]

Play the song "I want to be rich" by Calloway https://www.youtube.com/watch?v=Ztk9t_m1FpY or another age and school appropriate song about money. The intention is to get student hyped about earning money. Ask one or two students to give you feedback about the central message of the song.

ACTIVTY 6
[20-30 minutes]

Students are building or updating their resume to include employable skills. Allow them to use different platforms Canva, Google Docs, and Microsoft Word have resume templates. You can project the one found in this lesson as well as other options. Create an assignment in Schoology or whatever Learning Management System (LMS) for students to submit their resume.

ACTIVITY 7
PBL Mock Job Fair
[10 minutes]

Distribute the parent letter for the mock job fair. Be sure to speak to your school site administrator if you plan to invite community stakeholders into the classroom. Review the information regarding the mock job fair. If you don't have adult volunteer, assign students the role as the employers from McDonald's, Publix, Taco Bell.

DAY 5 START of the LESSON (HOOK):
[5 minutes]

Ask the students what do they know about working at McDonald's, Publix, Taco Bell?

Be sure to have the classroom already setup for the mock job fair prior to class. Ensure you have one to two managers at each table. Sit back and watch the magic happened.

If time permits. Ask for feedback.

DAY 6
[5-10 minutes]

Reflect on the activities. Discuss what went well. What needs revamping.

ACTIVITY 8
[15-20 minutes]

Administer Money Quiz – Post Assessment. Review the responses.

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Personal Finance

The Basics

The student understands personal finance and goals based on opportunity costs. The student is expected to:

(A) Explain the nature of financial needs and wants.

(B) Set personal financial goals.

(C) Justify how those personal financial goals are realistic within the teenage years.

(D) Identify ways to build a healthy relationship with money

STANDARDS

CPALMS (Florida Standards)

SS.912.FL.1.1 Evaluate and reflect on how values affect personal financial decision-making.

SS.912.FL.1.7 Describe how people often focus on information that confirms their original beliefs when they research information to make personal financial decisions.

SS.912.FL.2.1 Describe how people choose jobs or careers for which they are qualified based on potential income as well as non-income factors, such as job satisfaction, independence, risk, family, or location.

SS.912.FL.2.3 Analyze the ways that people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.

CCTC—Common Career Technical Core; NBEA PF— National Business Education Association Standards for Personal Finance

• CTCC–FN 9.1: Discuss the fundamental principles of money.
• NBEA PF I: Use a rational decision- making process as it applies to the roles of citizens, workers, and consumers.

• NBEA PF II: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.

CASEL Components

Self-Awareness

• Developing interests and a sense of purpose

Self-Management

• Setting personal and collective goals

MAIN VOCABULARY

1. Minimum Wage
2. Needs
3. Opportunity Cost
4. Wages
5. Wants

Activity 1
Money Quiz – Pre Assessment

Activity 2
Needs versus Wants Chart

Activity 3
"Working as a teenager: The benefits outweigh the costs" by Francesca Arbelaez article with questions-to-answer.

ACTIVITY 4
Personal Financial Goal Chart

ACTIVITY 5
Am I ready to earn an income (wages)?

ACTIVITY 6
Resume (employable skills)

ACTIVITY 7
PBL Mock Job Fair

Activity 8
Money Quiz – Post Assessment

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ACTIVITY 1

Money Quiz Pre Assessments
Directions: Choose the best response to each question.

1. Because they require the borrower to put up some assets as collateral, a secured loan is _____ for the lender.
   a. Convenient
   b. Inconvenient
   c. Less risky
   d. More risky

2. What is always true about a fixed-rate loan?
   a. Its interest rate will decrease over time.
   b. Its interest rate will increase over time.
   c. Its interest rate will never change.
   d. Its interest rate will Stabilize.

3. What is always true about a variable-rate loan?
   a. It's a loan for customers who credit ratings fluctuates.
   b. Payment amounts may go up due to a rise in interest rates.
   c. The borrower can request a change in interest-rates once a year.
   d. The lender can change the agreement where the borrower must repay the full loan at any given time.

4. What is true about direct subsidized federal student loans, but not true about direct unsubsidized student loans?
   a. You don't have to pay interest on the loan while you've enrolled at least half-time in college.
   b. You never have to pay interest on the loan.
   c. You only have to pay interest on the loan while you attend college or university.
   d. You have to pay interest on the loan immediate after you graduate with your postsecondary degree.

5. Dwayne often finds himself in debt due to overspending. To be more financially responsible, what should he learn to do?
   a. Create a budget and stick to it.
   b. Demand a pay raise in salary.
   c. Get a second job to afford his spending habits.
   d. Pay bills using a low interest credit card.

6. Lisa decided to buy a home rather than rent one. What financial responsibility comes with this decision?
   a. Buy homeowner insurance.
   b. Make monthly mortgage payments on time.
   c. Rent part of her home so she can afford her living expenses.
   d. Send a cease and desist letter to stop further bank payments on her home loan.

7. Whether you're putting money in a savings account or investing it in the stock market, one responsibility that comes with that decision is to _____.
   a. Call your investment portfolio manager or stockbroker each morning for updates.
   b. Deduct that money from your taxable income.
   c. Know and keep track of your money growth.
   d. Use that money as a down payment on a large purchase.

8. Nadia thinks a new computer tablet is sure to be incredibly popular, so she buys 500 shares of the company that produces that tablet. Because the value of those shares could go down and cause Nadia to lose money, she is taking on a level of _____.
   a. Capital loss
   b. Financial risk
   c. Personal liability
   d. Personal loss

9. One night, you were driving home, hit an icy bump on the road, and crash your car into a tree. You are fine, but the car is damaged. Which of the following may help you cover the cost of repairs?
   a. Accidental insurance
   b. Auto insurance
   c. Homeowner insurance
   d. Life insurance

10. When it comes to paying for insurance, a general rule is that _____.
    a. Higher risks, higher costs.
    b. Higher risks, lower costs.
    c. Lower risks, lower costs.
    d. There is no correlation between risks and costs.

11. Your relationship with money has influence on your financial mindset and willingness to save.
    a. False
    b. True

12. A financial plan shows the steps you need to take to achieve your goals.
    a. False
    b. True

13. A financial plan uses your income, expenses, and other financial records to provide a realistic roadmap for achieving your goals.
    a. False
    b. True

14. People's income depends on their education, career choice, economic conditions, and the investments they make.
    a. False
    b. True

15. A budget should include your personal income and expenses.
    a. False
    b. True

16. Accurately recording of expenses helps people to plan for their needs and wants.
    a. False
    b. True

17. There are no real differences in the services offered by different financial institutions.
    a. False
    b. True

18. Financial Institutions don't charge service fees on basic banking services.
    a. False
    b. True

19. If you buy term deposits, saving bonds, treasury bills, you can earn higher returns than on a savings account, with little or no added risk.
    a. False
    b. True

20. If you save 10% of you income from the time you first started working, you will most likely be able to retire with plenty of money.
    a. False
    b. True

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ACTIVITY 1

Money Quiz Pre and Post Assessments
Answers

1. Less risky
2. Answer C Its interest rate will never change.
3. Answer B Payment amounts may go up due to a rise in interest rates.
4. Answer A You don't have to pay interest on the loan while you've enrolled at least half-time in college.
5. Answer A Create a budget and stick to it.
6. Answer B Make monthly mortgage payments on time.
7. Answer C Know and keep track of your money growth.
8. Answer B Financial risk.
9. Answer B Auto insurance.
10. Answer A Higher the risks, higher costs.
11. True
12. True
13. True
14. True
15. True
16. True
17. False
18. False
19. True
20. True

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ACTIVITY 2
Needs versus Wants

Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs. Using the chart below, fill in examples of needs and wants for each. A minimum of two responses is required for each box.

	Needs	**Wants**
Physiological		
Safety		
Love and Belonging		
Esteem		
Self-Actualization		

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ACTIVITY 2
Needs versus Wants

Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs. Using the chart below, fill in examples of needs and wants for each. This can be done in collaborative groups or individually. In collaborative groups, students would a need a chart paper. Instruct them to make the chart based on Activity 2.

	Needs	**Wants**
Physiological	Example: Food, Shelter	Example: Mercedes Benz, Starbucks
Safety	Example: Community free of gun violence; job security	Example: Ring Camera, CCTV
Love and Belonging	Example: Two parent household with hugs and kisses; accepted for who I am	Example: Homemade pancakes every Saturday morning heart shaped; accepted for being LGBTQIA+
Esteem	Example: Encouragement; Praised	Example: Wear my crown without diminishing others; allow my unique abilities to be enough
Self-Actualization	Example: Taught how to be best version of self; tap into abilities and foster growth	Example: Platform to amplify and build potential; opened doors to have a seat at the table, field, or podium

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ACTIVITY 3

"Working as a teenager: The benefits outweigh the costs"
Francesca Arbelaez, Arts & Life Editor| February 9, 2023

The Catalyst / Niharika Nair

According to The Bureau of Labor and Statistics, about 30% of eligible high school students in America work at some point during the school year. These teens all work for different reasons: to help their families pay the bills, save up for college, gain experience for a future career or just have extra cash for personal spending. No matter the reason, it can be difficult for anyone to balance work and academics.

Being employed while keeping up with a busy academic schedule is not for everyone but may provide one with skills that could prove helpful in the future. Time management is beneficial to learn early on, and the responsibilities of a job can easily promote this habit. Prioritizing and delegating time to tasks is only understood when one must juggle multiple time commitments. If they never had to worry about efficiency, they might not be prepared when it really matters. For example, if someone has plenty of time on their hands, they might be more prone to procrastination. However, if they are on more of a tight schedule, they would be forced to get things done quicker and more productively.

Some people do not handle stress very well and additional work-related responsibilities might only aggravate this anxiety. Nonetheless, having a part-time job in high school can ease one into the undertakings that come with being employed. Full-time employment as an adult is a sobering reality, so working a couple of days a week while being in school can mimic the ebb and flow of "adult life."

Another advantage of being employed early in life is the connections one can make with peers and management. By developing strong connections with co-workers and superiors, one can find mentors, references and even good friends. Being involved in the network of a business community can provide a foundation for future success.

Additionally, if one's first job is one that is in a field that interests them, it could lay the groundwork as experience for a prospective career. If one was interested in child education, they might consider working at a tutoring center or a summer camp. By exploring different job and career opportunities, they can also determine professional directions that they are uninterested in. For instance, someone may decide they do not want to go into child education after a summer of handling children as a camp counselor. Without the experience early on, it might be hard to backtrack if one decides they dislike that profession.

Lastly, starting a job young in California means that students can start saving money as early as 14. Establishing a 401k or Roth IRA when they are in high school can lead to significant financial security when they retire. For many working teens, retirement is the last thing on their minds, but with the responsibility of earning money, comes the responsibility of what to do with it. This is yet another important lesson of being employed young. When teens still live with their parents, they can get help with tax questions, investments and general money advice. If one were to get their first job in college, they might be on their own when it comes to these questions.

Worries regarding a job affecting academic performance can be soothed by volunteering somewhere on a trial, non-committal basis and see if the balance is manageable. Programs like the SPCA or Second Harvest Food Bank are great options for this kind of "test run" and they have very flexible hours.

In Florida, the minimum wage is currently $11. Effective September. 30, 2023, it increases to $12, with regular $1 increases through 2026. Florida minimum wage will continue at $15 through December. 31, 2027. Starting in 2028, the minimum wage will move to indexed increases based on the applicable Consumer Price Index. State law defines allowable working hours for minor from 1:00 p.m. until 5:00 p.m., no more than 30 hours per week.

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U.S. Department of Labor: Youth Rule. Accessed August 13, 2023.
https://www.dol.gov/agencies/whd/youthrules

QUESTIONS TO ANSWER

Directions: Each question may be answer using text-based information.

1. What are reasons why teens may choose to work while in high school?
2. What is one advantage for teens who are employed at a job that enjoy? What is one disadvantage?
3. Why is it important to weigh the cost and benefits before committing to work a part-time job while attending school?
4. What is the minimum wage for Florida?
5. How many hours can high school students work each week? What hours?

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ACTIVITY 4
Personal Financial Goal Chart

Directions: Have students to complete the chart independently. You can use this template or the blank one and have them add immediate, intermediate, and indelible goals.

GOAL	**TIME FRAME**	**TOTAL AMOUNT**	**PLAN OF ACTION**
Emergency "rainy day" fund	Short-term (Immediate)	$500	Save $10.42 per week for an entire year
Concert Tickets to see Beyoncé, Ed Sheeran, or Taylor Swift	Short-term (Immediate)		
Smartphone	Short-term (immediate)		
Car and Auto Insurance	Intermediate		
Disney Cruise Vacation	Intermediate		
Life Insurance	Intermediate		
Save for retirement	Long-term (Indelible)		
Diversify investment portfolio	Long-term (Indelible)		
House	Long-term (Indelible)		

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ACTIVITY 4

Personal Financial Goal Chart

Directions: Have students to complete the chart independently by adding immediate, intermediate, and indelible goals with the amount it will cost over how much time it will take save.

GOAL	**TIME FRAME**	**TOTAL AMOUNT**	**PLAN OF ACTION**
Emergency "rainy day" fund	Short-term (Immediate)	$500	Save $10.42 per week for an entire year
	Short-term (Immediate)		
	Short-term (immediate)		
	Intermediate		
	Intermediate		
	Intermediate		
	Long-term (Indelible)		
	Long-term (Indelible)		
	Long-term (Indelible)		

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ACTIVITY 5

Am I ready to earn an income (wages)?

Direction: Answer each question honestly and realistically to see if you are mentally and physically ready to be employed.

1. I am a good listener and can follow instructions.
   a. Always
   b. Sometimes
   c. Depends on if the information is interesting or relevant
   d. I am easily distracted

2. I manage my time
   a. Extremely well
   b. Good
   c. Sometimes
   d. I lack time management

3. I am organized and keep up with chores, schoolwork, and other activities.
   a. Always
   b. Most always
   c. Sometimes
   d. It is difficult

4. I am willing to take orders from a supervisor even if the person is my age or younger?
   a. Yes
   b. Maybe
   c. No

5. I have transportation to get to and from my job.
   a. Yes
   b. No

6. I am flexible at my place of employment when asked to perform work related duties.
   a. Absolutely
   b. It Depends
   c. There is a limit to what tasks I will perform

ACTIVITY 6
Resume

DWAYNE JOHNSON
9th Grade
West Side High School
Cell Phone: 305-305-3051 **Email**: dwaynejohnson@gmail.com

OBJECTIVE: To work parttime in customer service or sales.

SKILLS: Excellent verbal and written communication skills. Great at explaining details about products and services. Work well independently or in teams.

CERTICATION: Apple Certification

EDUCATION: West Side High School, Business Marketing Academy. Current Grade Point Average unweighted 3.3 weighted 3.71

EXPERIENCE: Youth leader for Vacation Bible School at Kerr Memorial Methodist Church Summer 2021.

Veterans Administration of Greater Seashore volunteer checking veterans in for their doctor's appointment, accommodating them with wheelchair assistance, and guiding them to their room assignment. Summer 2022-2023

AWARDS: Perfect Attendance. Honor Roll.

REFERENCES: Principal Lisa Idris Elba
West Side High School
LElba@westsidehs.edu

Colonel Scott Wilson
Veterans Administration of Greater Seashore
scottwilson@vaseashore.gov

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ACTIVITY 7

Job Fair

Directions: If your community has a teen job fair that is fantastic! Otherwise, Activity 7 allows teachers to create a mock job fair right in their classrooms using McDonald's, Publix, and Taco Bell.

General Instructions

1. Set aside a whole class period for this activity. Try to get about six volunteers and task them with representing familiarizing the company they represent.
2. Print out about 15 "business cards" (a different color for each job) for each business. Include their name, the company they represent, phone number and address. The volunteers will act as employers looking to hire.
3. Set up 3 tables with two chairs providing enough space between each company.
4. Print out the names of the companies that the volunteers represent, and tape them to the desk so the students can easily see them.
5. Have students familiarize themselves with the companies prior to the job fair. They should spend about 3-5 minutes with each employer, then afterwards that employer can give them 1-2 minutes of feedback on how they presented themselves and what they can do better.

Step 1 Get permission from your school site administration to conduct a mock job fair. If your community is supportive, request a manager from each of these companies McDonald's, Publix, and Taco Bell and conduct a real job fair with support of your PTA.

Step 2 Set a date

Step 3 Get three to six adult volunteers (possibly from the PTA) to assume the role of Human Resource Managers for each company (one to two HR managers per company). Skip this step if managers from the companies will participate.

Step 4 Distribute the letters to the parent and the volunteers.

Step 5 Place a mock job fair script and business cards at each company's table.

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SCRIPT

Teacher: Welcome to the West Side High School Job Fair. Today, we welcome community partners from McDonald's, Publix, and Taco Bell. Students, you are tasked with getting to know why each company is a good fit (or not) for you. After listening to what each company has to offer, you are encouraged to ask questions and engage in a meaningful conversation. Norms to follow:

1. Allow the employer to pitch their message without interruption.
2. Students, one at a time, ask questions and engage in a meaningful discussion.
3. Students, if you are interested, leave your resume (this is only if the real community stakeholders are present). Take a business card to follow up with the employer.

Stakeholder 1 McDonald's: Hello I am Vin Mac Diesel, a manager at McDonald's here in the West Side community. The company has a place for teens ages 14-18 who seeks to be a part our team. The starting wage is $11.00 per hour working 12-30 hours a week. At 14 years old, there are three options, working as a Kitchen Crew, Counter Crew, and Maintenance Crew. Kitchen Crew assist with preparations such as stocking burgers, buns, and other essentials needed to prepare each product. As a Counter Crew, you are on the frontline! You are the first to greet customers, take their orders, receive payment, and create a lasting impression. Last but not least, the Maintenance Crew deals with keeping the operations flowing whether it's restocking the restrooms, cleaning up spilled beverages, or wiping the counters and tables, keeping the place clean and tidy is good for health and safety. Although of these jobs has independent roles, together, they ensure the business runs smoothly. At age 18, you can join the ranks as crew manager supervising employees earning a higher hourly wage between $15 to $18 per hour. Join our team, not only do you earn a fare wage, but our company offers on-the-job-training if you decide to pursue a career with us.

Stakeholder 2 Publix: Hello I am Matt Damien, a manager at Publix here in the West Side community. Our slogan, "Publix, where shopping is a pleasure" truly show the quality that our company represents. Publix has a place for teens ages 14-18 who seeks to be a part our family. The starting wage is $11.00 per hour working 18-30 hours a week. At 14 years old, there are three options a front service clerk (or bagger), a cashier, or a floral clerk. As a front service clerk (bagger), you are the last employee to engage with the customer ensuring they feel valued by the way you carefully pack each of their grocery bags. Next, the cashier position requires a friendly face, one who is comfortable with dealing with cash, credit, and check payments. Finally, the floral clerk duties is to keep fresh flowers in stock, create floral arrangements, inflate balloons, and keep gift baskets stocked. There are many opportunities to transition as a career Publix employee. We offer a great benefits package includes company stocks, competitive pay and other perks. Join our us if you want to be a part of an ever growing family. You just need to take a few simple steps to apply for a position, first, access Publix's official website; second, choose a suitable available job; lastly, fill out your application and submit it.

Stakeholder 3 Taco Bell: Hello I am Nicky Menagerie, a manager at Taco Bell here in the West Side community. At Taco Bell, "We strive to create leaders at all levels with organization and offer unparallel development tailored to you as an individual." Taco Bell has a place for teens ages 14-18 who seeks to be a part our company. The starting wage is $11.00 per hour working 20-30 hours a week. At 14 years old, there are three options Food Preparation (Cook), Cashier, or Restaurant Staff. Requirements as a Food Preparation (Cook), know how to cook meats and create Taco Bell quality products. Cashier duties are to greet customers, take orders, collect payment and distribute items purchased. As well, keep food station cleaned and stocked. Restaurant Staff duties include but not limited to cleaning the restroom, stocking straw and napkin dispensers, and mopping the floors. Taco Bell cares about your education and will assist you in completing your high school diploma or obtain a GED. Teens are important to Taco Bell. About 30 percent of the chain's employee base is 19 years old and under. As a major stakeholder in our company, it is our company's mission to support and value teenaged employees. Join us, for you matter and will be treated as such.

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BUSINESS CARDS

Vin Mac Diesel McDonald's HR Manager 1234 Miami Street West Side, Florida 33199 https://www.mcdonalds.com/employment
Matt Damien Publix 1236 Miami Street West Side, Florida 33199 https://www.publix.com/employment

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BUSINESS CARDS

TACO BELL

Nicky Menagerie
Taco Bell
1238 Miami Street
West Side, Florida 33199
https://www.tacobell.com/employment

JOB FAIR
Letter to Parents

Date: September 1, 2023

Dear Parent/Guardian:

West Side High School's Financial Literacy Class will be hosting its first annual Job Fair on Friday, October 6, 2023, during class. The purpose of the Job Fair is to expose students to local job opportunities in order to jumpstart their thinking about earning money. By preparing early, students will be more likely to maintain a job or career with creating a healthy relationship with money. Students in grade 9 will participate in the Job Fair. However, we can't do it without you! We need volunteers to speak for 5-7 minute-long about their work experience or career with one of these companies McDonald's, Publix, Taco Bell.

Please complete the form below and send it to school with your child by Friday, September 8. Volunteer selection will be on a first-come basis. Bringing goodies or giveaways such as stress balls, pencils, or other work-related freebies for students is encouraged.

If you have any questions, please feel free to contact me OGClark@westsidehs.edu. With your help, we look forward to having our first class Job Fair!

Respectfully,

Oscar Goodman Clark
Financial Literacy Teacher
West Side High School
OGClark@westsidehs.edu

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ACTIVITY 8

Money Quiz Post Assessments
Directions: Choose the best response to each question.

1. Because they require the borrower to put up some assets as collateral, a secured loan is _____ for the lender.
   a. Convenient
   b. Inconvenient
   c. Less risky
   d. More risky

2. What is always true about a fixed-rate loan?
   a. Its interest rate will decrease over time.
   b. Its interest rate will increase over time.
   c. Its interest rate will never change.
   d. Its interest rate will Stabilize.

3. What is always true about a variable-rate loan?
   a. It's a loan for customers who credit ratings fluctuates.
   b. Payment amounts may go up due to a rise in interest rates.
   c. The borrower can request a change in interest-rates once a year.
   d. The lender can change the agreement where the borrower must repay the full loan at any given time.

4. What is true about direct subsidized federal student loans, but not true about direct unsubsidized student loans?
   a. You don't have to pay interest on the loan while you've enrolled at least half-time in college.
   b. You never have to pay interest on the loan.
   c. You only have to pay interest on the loan while you attend college or university.
   d. You have to pay interest on the loan immediate after you graduate with your postsecondary degree.

5. Dwayne often finds himself in debt due to overspending. To be more financially responsible, what should he learn to do?
   a. Create a budget and stick to it.
   b. Demand a pay raise in salary.
   c. Get a second job to afford his spending habits.
   d. Pay bills using a low interest credit card.

6. Lisa decided to buy a home rather than rent one. What financial responsibility comes with this decision?
   a. Buy homeowner insurance.
   b. Make monthly mortgage payments on time.
   c. Rent part of her home so she can afford her living expenses.
   d. Send a cease and desist letter to stop further bank payments on her home loan.

7. Whether you're putting money in a savings account or investing it in the stock market, one responsibility that comes with that decision is to _____.
   a. Call your investment portfolio manager or stockbroker each morning for updates.
   b. Deduct that money from your taxable income.
   c. Know and keep track of your money growth.
   d. Use that money as a down payment on a large purchase.

8. Nadia thinks a new computer tablet is sure to be incredibly popular, so she buys 500 shares of the company that produces that tablet. Because the value of those shares could go down and cause Nadia to lose money, she is taking on a level of _____.
   a. Capital loss
   b. Financial risk
   c. Personal liability
   d. Personal loss

9. One night, you were driving home, hit an icy bump on the road, and crash your car into a tree. You are fine, but the car is damaged. Which of the following may help you cover the cost of repairs?
   a. Accidental insurance
   b. Auto insurance
   c. Homeowner insurance
   d. Life insurance

10. When it comes to paying for insurance, a general rule is that _____.
    a. Higher risks, higher costs.
    b. Higher risks, lower costs.
    c. Lower risks, lower costs.
    d. There is no correlation between risks and costs.

11. Your relationship with money has influence on your financial mindset and willingness to save.
    a. False
    b. True

12. A financial plan shows the steps you need to take to achieve your goals.
    a. False
    b. True

13. A financial plan uses your income, expenses, and other financial records to provide a realistic roadmap for achieving your goals.
    a. False
    b. True

14. People's income depends on their education, career choice, economic conditions, and the investments they make.
    a. False
    b. True

15. A budget should include your personal income and expenses.
    a. False
    b. True

16. Accurately recording of expenses helps people to plan for their needs and wants.
    a. False
    b. True

17. There are no real differences in the services offered by different financial institutions.
    a. False
    b. True

18. Financial Institutions don't charge service fees on basic banking services.
    a. False
    b. True

19. If you buy term deposits, saving bonds, treasury bills, you can earn higher returns than on a savings account, with little or no added risk.
    a. False
    b. True

20. If you save 10% of you income from the time you first started working, you will most likely be able to retire with plenty of money.
    a. False
    b. True

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ACTIVITY 8

Money Quiz Post Assessments
Answers

1. Less risky
2. Answer C Its interest rate will never change.
3. Answer B Payment amounts may go up due to a rise in interest rates.
4. Answer A You don't have to pay interest on the loan while you've enrolled at least half-time in college.
5. Answer A Create a budget and stick to it.
6. Answer B Make monthly mortgage payments on time.
7. Answer C Know and keep track of your money growth.
8. Answer B Financial risk.
9. Answer B Auto insurance.
10. Answer A Higher the risks, higher costs.
11. True
12. True
13. True
14. True
15. True
16. True
17. False
18. False
19. True
20. True