

Month at a Glance: February

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
Money Matters: Break the Bank	A basic understanding of financial literacy empowers you to make smart financial decisions.	budgeting, money management, checking account, savings account, interest, credit cards, debt, spending plans, debt to income ratio, credit score, student loans, mortgage	45 minutes
Being Your Authentic Self: Transitions	Gaining a sense of your authentic self improves your overall wellbeing.	transitions, selfdiscovery	45 minutes
Coping with Disappointment	Disappointment is a part of life. How we respond to it dictates the impact it has on us.	disappointment	45 minutes
The Choice Is Yours	If we fail to plan, then we are planning to fail. We must take advantage of the postsecondary options available to us.	transitions, postsecondary options	45 minutes

February



Activity Plan

Title: Money Matters: Break the Bank

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will be empowered to make smarter financial decisions after engaging in a financial literacy activity. <p>Materials:</p> <ul style="list-style-type: none"> one pinata filled with valentines' day candy, five envelopes for five groups containing the activity sheet for students a stick for the pinata money matters sheet five individual sheets with the extra income and credit scores 	<p>Activity Overview: Scholars learn basic financial literacy as they prepare to leave high school. Teams will work together for the clues to break the bank. Each time a team completes an activity correctly, they get a chance to break the bank.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator will group scholars prior to the lesson. Print a copy of the Money Matters activity sheets for each group. Hang a pinata somewhere in the room. If a pinata is not available, a prize punch board will work just as well. Display the following quote from author Orrin Woodward: "A person can either discipline their finances or their finances disciplines them." Facilitator: <i>Scholars, let's take a look at the quote on the board. You have four minutes to write what it means to you. Allow scholars to provide a written response.</i> Facilitator: <i>For the next three minutes, you will share with your group. Choose a representative to share aloud.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator should read the quote aloud and begin the discussion. Facilitator: <i>Money matters. Today we will see how much money matters as you all work through four activities. Nothing in life is free, and planning for the life you want will include making financial decisions with the money you have now and the money you will have later.</i> Model the quick budget for a new teacher in Georgia. The average salary is \$55,000 (\$4,637 pretaxes), the average for rent is \$1,404, and the average used car payment is \$520. Facilitator: <i>What other bills would you have to pay throughout the month?</i>

<p>Vocabulary:</p> <ul style="list-style-type: none"> • budgeting • money management • checking account • savings account • interest • credit cards • debt • spending plans • debt to income ratio • credit score • student loans • mortgage 	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> • Facilitator: <i>With each of the four activities, you will work through a budget based on your group's income. After each activity, have one person bring your sheet to me. That person will have a chance to break the bank before I give them what your group needs for the next activity.</i> <ul style="list-style-type: none"> ◦ <i>The first group to finish activity 1 correctly gets a card awarding them \$4,000 extra monthly income with a credit score of 800.</i> ◦ <i>The second group gets \$3,000 extra monthly income, with a credit score of 750.</i> ◦ <i>The third group gets \$2,500 extra monthly income, with a credit score of 680.</i> ◦ <i>The fourth group gets \$1,500 extra monthly income, with a credit score of 630.</i> ◦ <i>The fifth group gets \$1,000 extra monthly income, with a credit score of 580.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> • Facilitator: <i>Now, let's share your monthly income. What advantage or disadvantage did your income and credit score give you? As you think about your future, how can this activity help you with your financial goals?</i>

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



For tenth graders, instead of a car budget, allow scholars to find an apartment or a house for their family.

For eleventh graders, instead of an apartment or house budget, allow them to budget the cost for paying for school after graduation.

Twelfth graders should use the income they'll earn annually based on their career choice. If it includes college, they should add student loans to the budget.

When trying to "break the bank" two scholars can try instead of one.

Use Google Translate as needed.

Scholars can create a 2–4-year plan to save for expenses for senior year and/or college, tech school, etc.

Activity Reflection: Facilitator: Take a look at the quote used in this activity: "A person can either discipline their finances or their finances disciplines them." How can you ensure your finances don't end up disciplining you?

Supplemental Resources:







Money Matters



Celebrity Status

-  Sports Illustrated conducted a study of athletes in 2009 which found that within two years of retirement, over three-quarters of former NFL players either filed for bankruptcy or were struggling financially.
-  National Basketball Association. Average yearly salary: \$5.15 million. Average career length: 4.8 years. Average career earnings: \$24.7 million.
-  Major League Baseball. Average yearly salary: \$3.2 million. Average career length: 5.6 years. Average career earnings: \$17.9 million.
-  National Hockey League. Average yearly salary: \$2.4 million. Average career length: 5.5 years. Average career earnings: \$13.2 million.
-  National Football League. Average yearly salary: \$1.9 million. Average career length: 3.5 years. Average career earnings: \$6.7 million.
-  Major League Soccer. Average yearly salary: \$160,000. Average career length: 3.2 years. Average career earnings: \$500,000.
-  NBA players who start playing at 20 and retire at 25 have much better prospects, with an average of approximately \$425,000 per year to last for life.
-  The Screen Actors Guild reports a minimum daily pay rate of \$842 for actors on a film. This doesn't include extras who receive a minimum of \$148 per day.
-  Stream Songs Online. Artists only make \$0.00029 every time a song is streamed. Successful singers can make more through touring, merchandizing, and endorsements. The average salary of a musician is \$52,736 per year in the United States.

Everyday People



-  Managing day-to-day finances includes learning to manage your budget, understanding your credit score, and building short-term emergency savings so you can better handle life's day-to-day ups and downs. The average income in the US is \$75,000.
-  One in four (24%) Americans have fallen behind in paying their bills—including one in 10 (9%) who've missed a mortgage or rent payment.
-  One in five households (19%) has debt related to health care costs. (For those without emergency savings, that number rises to 26%.)
-  Six out of ten (61%) adults say it's getting harder to "keep up with my financial obligations, despite having a job."









Money Matters



Everyday People

-  Only 42% of millennials own a home by age 30 (compared with 48% of Gen Xers and 51% of Baby Boomers)—and nearly one in five (18%) think they never will.
-  Eight out of ten (80%) of parents ages 30–59 were not saving for their children's education as of 2017.

What can you do?

-  1. Figure out how much money you have. Subtract your regular monthly fixed expenses, such as rent, utilities, car payments, groceries, phone, and internet, from your monthly income.
-  Create a budget. Track your spending for 30 days—every purchase, every dollar—to understand where your money goes.
-  Plan for fun. Once you have money allocated toward an emergency fund, savings, and fixed expenses, you can create a budget for the things you want to splurge on—eating out, shopping, concerts, electronics, etc.
-  Adjust as needed. Adjust your budget as needed and as expenses, income, or financial priorities shift.
-  Understand your credit score. If you haven't checked your credit recently or don't know what your credit score is, it's time to find out!
-  Start building credit responsibly. Your credit score might not be a huge concern now, but it can dictate your financial health for years to come.



Terms you Need to Know

Important Term to Know	Meaning
Annual Fee	<ul style="list-style-type: none"> This amount of money must be paid for access to certain memberships, services, or objects. In the credit space, this often refers to the annual fee charged for credit cards with lucrative rewards.
Budget	<ul style="list-style-type: none"> A tracker of how much you're bringing in and spending every month. This document helps rein in spending so you don't spend more than you make.
Credit	<ul style="list-style-type: none"> When you get goods or services before paying for them, based on the assumption that you will be able to pay for them later, you're using credit.
Credit bureau	<ul style="list-style-type: none"> This is an organization that collects financial information, such as an individual's credit score. This information is made available to banks, other financial institutions, and individuals.
Credit score/FICO score	<ul style="list-style-type: none"> This number between 300 and 850 represents your ability to repay credit and loans. The higher your credit score, the better your credit.
Credit report	<ul style="list-style-type: none"> This document conveys your current financial situation, including your debt, current credit score, and credit payment history.
Debt	<ul style="list-style-type: none"> Your debt is the amount of money you owe to another individual, bank, or state, or federal government.



Terms you Need to Know

Important Term to Know	Meaning
Expenses	<ul style="list-style-type: none">• This is the amount of money you're paying out. Expenses include anything you spend money on, from necessities such as rent to splurges, such as dining out.
Income	<ul style="list-style-type: none">• This is how much money you are bringing in. Income can be from a job, a business, or any other sources that give you money.
Loan	<ul style="list-style-type: none">• A loan is a sum of money borrowed from a lender. The expectation is the borrower will pay back the amount and an agreed-upon interest rate.
Minimum payment	<ul style="list-style-type: none">• This is the smallest amount you can pay without the bank closing your credit account. If you don't pay this amount, which is usually 1%–5% of the total, you can get hit with fees and other penalties.
Taxes	<ul style="list-style-type: none">• This is the money you owe the government. If you're an employee, taxes are taken out of each paycheck. However, self-employed individuals must calculate and make these payments themselves.



Activity 1

According to the most recent report from the US Census Bureau, the poverty threshold for a family of four is \$29,960 (yearly income). For an individual, the poverty threshold is \$14,891.

Calculate how much your group makes from your part-time jobs, allowances, etc. If you do not work or get an allowance for income, put \$250 on the chart.

1. What is your group's monthly income?

Group members	Income

2. What is your group's yearly income? To get this amount, multiply each monthly income by 12 and add the sums together _____.

3. Only including what your group is currently making, is your group living above or below the poverty threshold? _____.

Take your sheet to your teacher

Activity 2

Monthly income _____ + _____

teacher given income = _____

Teacher given credit score _____

Use the amount above to find a suitable car for your group.

Model _____ Make _____ Year _____ Mileage _____ Total

price of the car _____ Down payment of your car _____

Monthly payment estimator with perfect credit _____

For the monthly payment, add the following based on your teacher's given credit score.

- Add \$100 for a credit score under 730.
- Add \$200 for a credit score 700–729.
- Add \$275 for a credit score 650–699.
- Unfortunately, if your credit score is under 650, you need to find a cosigner from a person in a group with over a 700 credit score.
- Cosigners name _____
- Because you need a cosigner, add \$300.

Car insurance is mandatory. It is \$275 for the whole family.

Three-month maintenance for the car depends on the number of miles. If your car is under 100,000 miles, you can add \$150 for maintenance. Older cars may require more maintenance. If your car has over 100,000 miles, add \$250.

Monthly income	Subtract the Car payment	Subtract the Car insurance	Subtract the maintenance	Remaining income

If you cannot afford the car, research ways to earn more money for a car or find someone from another group that will allow you to pay them \$50 monthly to drive you places.

My group has enough to purchase the car _____ My group is paying group _____ \$50 a month.

Take your sheet to your teacher

Activity 3

1. Annual income _____ + _____ (teacher given income) = _____.

2. Create a budget for your household. Don't forget to use your transportation costs from Activity 2. Your group is your household.

Group Income/Expenses	Subtotal Calculations	Total
Monthly income		
Rent/mortgage for the area		
Car/transportation		
Utilities		
Cable/internet		
Phone		
Groceries		
Clothes		
Water		
Dining		
Travel		
Entertainment		
Savings		

Take your sheet to your teacher

Activity 4

Party Budget Worksheet

You have savings from Activity 3. Whatever you've saved from Activity 3 will be the amount of money you can spend on a vacation or planning a party. If you haven't saved money with your group, look for part-time jobs you all can get to supplement your income for an extra \$500 a week. Use this sheet to plan.

Group Member	Part-Time Job	Potential Wages Earned

Total wages earned:

Take your sheet to your teacher

Activity Plan

Title: Being Your Authentic Self: Transitions

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will gain a sense of their authentic selves as a way to improve their overall wellbeing. <p>Materials:</p> <ul style="list-style-type: none"> notebook paper envelopes stamps pens <p>Vocabulary:</p> <ul style="list-style-type: none"> transitions self-discovery 	<p>Activity Overview: Scholars will self-reflect on the past year by writing a letter to their future selves.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Can you believe there are only three months left in the school year? It's time for us to prepare for next year. For some of you, that may mean preparing to move on to the next grade. For others, that may mean moving on to postsecondary options. This is what we call transitions. You're about to transition into a new phase in life. Take some time to reflect on this year. Is there anything you've done well that you should continue to incorporate into your life? Is there anything you'd like to improve on? Are there any friend groups you'd like to change? Give scholars an opportunity to reflect and share.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Show scholars the YouTube video "Dear Future Me." Facilitator: <i>Today, you are going to write a letter to your future self. Now we won't do six years. We are actually going to open our letters next year at this same time. What do you want to have accomplished by this time next year? Is there anything that you want to stop doing? Is there anything you want to start? No one else is going to read this letter, so I want you to be completely honest with yourself. Who can you be honest with if you cannot be honest with yourself?</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> You may have to show scholars how to address an envelope. Once they write their letters, have them seal the envelopes and address them. Before this activity, have scholars bring in \$0.50 for a stamp. Find a place to secure these letters for a year. Make a note to yourself so that you don't forget to mail them.

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Allow scholars to view a letter template video.

Provide scholars with writing prompts to complete their letter.

Allow scholars to write their letters in their native language.

*Prompts to help ninth- and tenth-grade scholars: Who are your friends? Do you think you'll still be friends next year? What was the hardest thing about starting high school? What do you want to do differently next year? What did you learn about yourself this year? What accomplishments are you proud of? Are you on track for graduation? If not, what can you do by this time next year? What are three goals you wish to have accomplished by this time next year?

Prompts to assist eleventh- and twelfth-grade scholars: Are you on track for graduation? If not, what can you do to meet this goal? What is your postsecondary plan? Are you applying to college? Are you enlisting in the military? Are you getting a job? What steps have you taken to make this a smooth transition? What is your definition of success? Are you proud of yourself? Why? Why not? What are three goals you wish to have accomplished by this time next year?

Activity Reflection: Facilitator: Ace wants you to know that honesty leads to true awareness. Ace wants you to think about whether you are truly honest with yourself about your friends, the things you enjoy doing the most, your postsecondary plans, and every aspect of your life.

Supplemental Resources: Dear Future Me | Episode 1: Class of 2020 | Garage by HP; Writing a Friendly Letter



Activity Plan

Title: Coping with Disappointment

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn that disappointment is a part of life. How we respond to it dictates the impact it has on us. <p>Materials:</p> <ul style="list-style-type: none"> chart paper different color markers <p>Vocabulary:</p> <ul style="list-style-type: none"> disappointment 	<p>Activity Overview: Scholars will discuss disappointment and identify coping strategies to deal with it.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Being disappointed is no fun, but we are all bound to experience it. What comes to your mind when I say the word disappointment? Allow scholars an opportunity to respond. Can someone give me an example of a time you were disappointed? Allow scholars to share their examples. How did you overcome the disappointing situation? Allow scholars an opportunity to respond.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today, we will discuss some disappointing scenarios and identify coping strategies to overcome the disappointment.</i> Show the YouTube Video Disappointment is a Wave by Lauren Martin Read Aloud Book for Kids Facilitator: <i>Why did she feel disappointed? Allow scholars an opportunity to respond. Why is focusing on what we can and cannot control important? Allow scholars an opportunity to respond. What did she realize she could control? Give scholars time to answer. So, can we control the fact that we'll experience disappointment in life? Allow scholars an opportunity to respond. Correct, we will experience disappointment in this life, but is it the end of the world? Allow scholars an opportunity to respond. What can we control? The way we respond to it!</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>We're going to break up into groups of four. Each group will write a disappointing scenario on their chart paper. After everyone finishes, all groups will rotate around the room and write a coping strategy scholars can use to help overcome that disappointing scenario. Each group will share once all groups have rotated. Each group should have a different color marker.</i>



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can provide scholars with a list of coping skills to overcome disappointment.

Scholars can be placed in a group with strong scholars.

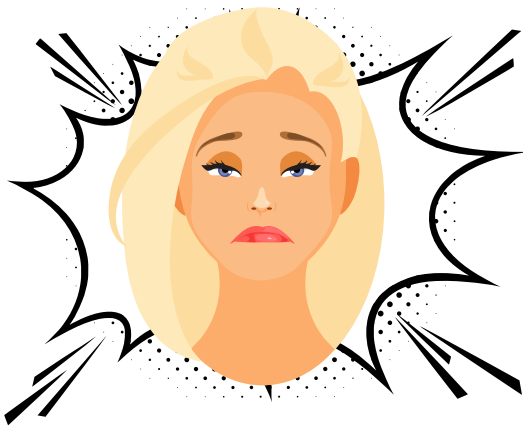
Scholars can role play one of the scenarios and the coping strategy that could be used to deal with the disappointment.

Activity Reflection: Facilitator: Ace wants to know why disappointment is described as a wave.

Supplemental Resources: Disappointment is a Wave by Lauren Martin | Read Aloud Book for Kids



Strategies to Overcome Disappointment



Allow yourself to be disappointed	Learn from your mistake
Talk to someone about how you feel	Cry about it
Journal about it	Look at the bright side of things
Don't dwell on it	Make a plan for the next time
Be kind to yourself	Watch a funny movie



Activity Plan

Title: The Choice is Yours!

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will research college, career, and military postsecondary options. <p>Materials:</p> <ul style="list-style-type: none"> chromebooks <p>Vocabulary:</p> <ul style="list-style-type: none"> transitions postsecondary options 	<p>Activity Overview: Based on the three postsecondary options, scholars will present their college, career, and/or military research to the class.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Who can tell me what a postsecondary option is? Allow scholars an opportunity to respond. Yes! Post means after. Secondary is high school. Everyone needs to have a plan for after high school. Raise your hand if you already know what you'd like to do after high school. Allow scholars an opportunity to respond. Now, raise your hand if you don't. Allow scholars to raise their hands. If you don't know, no worries. That's what we will explore today. There are three options for you to choose from. You can enroll in a 2-year, 4-year, technical, or junior college. You can enlist in the military. The third option is to get a job with a reputable company or start a business of your own.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today, I'm going to divide you into groups and you are going to research one of the three postsecondary options. You have the autonomy to present the information however your group decides.</i> Divide the scholars into groups labeled college, career, and military.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Be sure to include any benefits, any pros/cons, expectations, requirements, skills needed, soft skills needed, qualities, and any pictures or graphics of your choice. You can select a specific school, branch or company.</i>

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Facilitators can direct scholars to the college search list of 4-year/2-year Georgia colleges in GA Futures. They will need to create an account if they haven't already done so.

Scholars can research Georgia's Career Clusters and Pathways as well as Military Careers in GA Futures.

Partner scholars with a person who speaks their native language.

Scholars can provide statistical information such as percentages of students who graduate from the college or university they selected.

Scholars can provide the job outlook for the next 5–10 years of the career selected.

Scholars can research the specific branch scholarship funding opportunities for the state of Georgia. This information is in GA Futures under Career Exploration. Scholars will need to create an account if they have not already done so.

Activity Reflection: Facilitator: Ace wants to know what your postsecondary plans are.

Supplemental Resources:
www.gafutures.org

