



Managing Your Finances

A Teen Guide to Being Financial Fit

Creator(s): Paquita Elese Reedy 

Learning Module

Produced with 

OVERVIEW

I am a middle school teacher at McAdory Middle School in McCalla, Alabama, which is just outside of Birmingham. I have worked in education (both K-12 and higher education) for about 16 years but this is my first year in middle school. After earning a certification in Family and Consumer Science (FACS), I was hired by Jefferson County Schools to teach Teen Discoveries, Teen Connections, and Hobbies. These are 6th, 7th, and 8th grade FACS classes that fall under the state's Career and Technical Education Program. I am also a part-time teacher for Alabama Virtual Academy (ALVA), which is an online public school. For ALVA, I teach electives such as Reaching Your Academic Potential and Life Skills. Previously, I worked as an elementary school teacher in grades first through fourth.

This learning module is actually an adaptation of a lesson created for a year-long Teen Connections class, taken by select 8th graders. The student must have taken a FACS class previously and must be recommended by two teachers, one of which must be a previous FACS teacher. This is our advance Teen Connections class, which also offers catering services within the district.

The Alabama State Department of Education describes the class as:

An 140-hour course with topics that focus on teen connections in the home, school, and community. Course content provides opportunities for students to explore personal development; the impact of values, goals, decision making, and time management; conflict resolution; identifying family structures; member's roles and responsibilities; changes and challenges faced throughout the family life cycle; health, wellness, and a healthy appearance; money management and teen consumer decisions; teen clothing decisions; stages of child development; first aid techniques; organizing and maintaining teen living space; home safety; technology; and skills needed for workplace success. (Alabama Department of Education, 2008, p. 634)

The text, the 2010 version of [Managing Life Skills](#), was created by McGraw-Hill. Due to Covid-19 requirements of virtual learning, I converted the text into an online module. McGraw-Hill does provide online access for some of its publications but not to the extent of what's needed for teaching traditional and virtual students simultaneously.

The unit, Managing Finances, is divided into two parts: Everyday Financial Management and Use Credit Wisely. This module will cover Everyday Financial Management only. In this module, students learn financial management skills, including understanding income, managing bank accounts, investing and saving for the future, and how to create a living budget (Kelly-Plate & Eubanks, 2010, p. 262).

Note: All infographics, videos, presentations, recommended activities, and readings were created using the referenced textbook, Applying Life Skills, and stock images from by Canva and Google Slide search.

INTENDED LEARNING OUTCOMES

FOR THE STUDENT

After completing this module, you will be able to:

- Explain what it means to be financially fit
- List six types of banking transactions
- Contrast the two common ways to prepare for retirement

This module will require you to complete readings, watch videos, comment on your teacher's or classmates' post, create updates, and an enrichment project. A rubric will be provided for each graded activity.

Graded Assignments in this Module:

- Comment on each (daily) teacher update. There are 4. The comments must be at least 50 words.
- Create two updates of your own. These updates must be at least 150 words and include two types of graphic, video, or presentation that supports the information provided. There are 4 options but you only have to complete 2.
- Complete enrichment project-Real World Financial Management
- Complete two peer reviews

FOR THE TEACHER

TARGET LEARNERS

The target audience for this module is 8th grade students enrolled in the year-long Teen Connections class.

LEARNING OBJECTIVES

In this module, student learn financial management skills, including understanding income, managing bank accounts, investing for the future, and planning retirement.

Below are the Alabama State Standards that will be covered in this module:

Teen Connections (8.TC.9): Explain the importance of money management

Teen Connections (8.TC.10): Critique factors that influence individual and teen consumer decisions, including needs and wants, budget limitations, and quality of products.

Writing (W.8.7): Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Writing (WHST.6): Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Language (L.8.4): Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies.

RATIONALE

This module will help students understand the concept of being "financially fit" and that financial management skills are valuable throughout life. Financial fitness includes preparing for the future by purchasing insurance to protect against financial losses, planning for retirement, and making good investments.

LENGTH

This module can be completed in 10-12 school days with approximately 55 minutes per class period. Students will view recorded lectures, participate in discussions with classmates, create their own updates and complete an enrichment project. [Link to lesson introduction via PowerPoint.](#)

DAY 1: Financial Fitness

DAY 2: Bank Accounts

DAY 3: Prepare for the Future

DAY 4: Investing

DAY 5: Introduction to the enrichment project

DAY 6-12: Enrichment project/Peer Review

REQUIREMENTS FOR COMPLETION OF MODULE

- Comment on each (daily) teacher update. There are 5. The comments must be at least 50 words.

- Create two updates. These updates must be at least 150 words and include some type of graphic, video, or presentation that supports the information provided.
- Complete enrichment project-Real World Financial Management
- Complete two peer reviews

MATERIALS

Students will need Managing Life Skills textbook (or online access to [textbook](#)), laptop, ipad, or other internet-ready device and access to the internet. Students may also need headphones but these are optional.

DAY 1: FINANCIAL FITNESS

FOR THE STUDENT

When you manage your finances responsibly, you think about your income, expenses, and taxes, as well as investing for your future. Being financially fit describes your ability to understand your paycheck and bank accounts, identify sources of income, and manage your expenses.

Read pages 263-267 in your [textbook](#).

[Note-taking \(optional\)](#)

Infographic 1 provides the key vocabulary in this lesson:

MANAGING YOUR FINANCES

OBJECTIVE: I CAN EXPLAIN WHAT IT
MEANS TO BE FINANCIAL FIT.



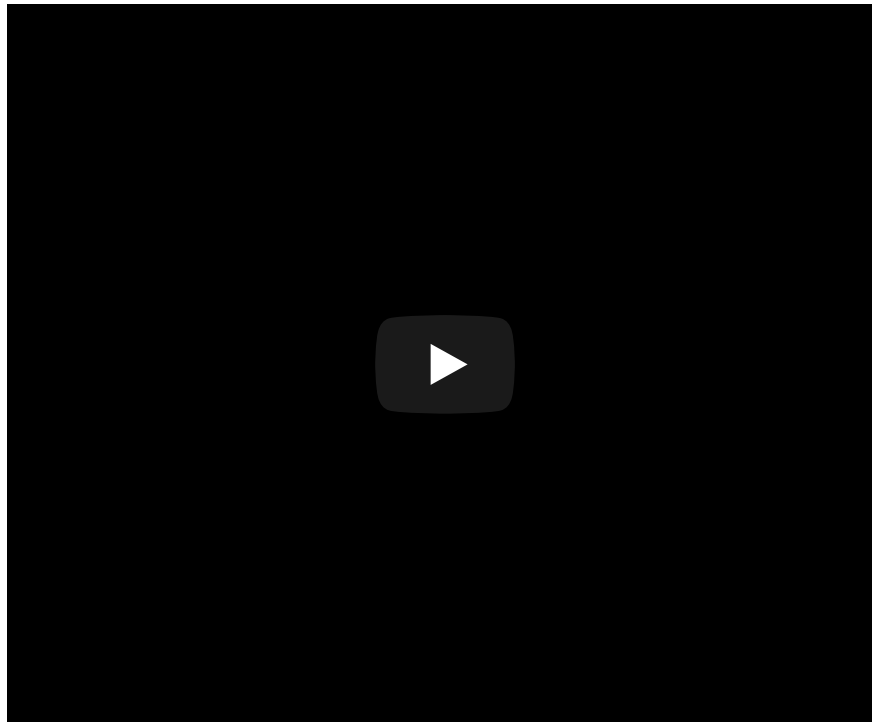
FINANCIAL FITNESS

KEYWORDS

- **gross pay:** the total amount you earn, but not how much you will receive
- **net pay:** the amount that you actually receive after taxes and other deductions
- **deduction:** anything that is subtracted from your gross pay
- **interest:** a fee the bank pays you for the opportunity to use your money.
- **compound interest:** interest that is calculate on deposits you make and on the interest you have already earned.

(Reedy, 2021)

This video helps with budgeting and understanding your income.



Media embedded March 19, 2021

(Finance Education, 2018)

Comment: Does financial fitness depend on how much money you make?

Update: Describe some of the skills people need to develop to become financially fit.

Use the rubrics provided to help create your comment and/or update.

- [Comment Rubric](#)
- [Update Rubric](#)

FOR THE TEACHER

Objective: Explain what it means to be financially fit.

Main Idea: When you manage your finances responsibly, you think about your income, expenses, and taxes, as well as investing for the future.

Key Vocabulary

- gross pay: the total amount you earn, but not how much you will receive
- net pay: the amount that you actually receive after taxes and other deductions
- deduction: anything that is subtracted from your gross pay
- interest: a fee the bank pays you for the opportunity to use your money.
- compound interest: interest that is calculate on deposits you make and on the interest you have already earned.

STUDENT REQUIREMENTS

Read pages 263-267 in your [textbook](#).

[Note-taking \(optional\)](#)

Media: The student is expected to read/watch this information provided.

- Infographic 1: Financial Fitness
- Video: Budgeting for Teens

Comment: Does financial fitness depend on how much money you make?

Update: Describe some of the skills people need to develop to become financially fit.

Rubrics for grading:

- [Update Rubric](#)
- [Comment Rubric](#)

DAY 2: BANK ACCOUNTS

FOR THE STUDENT

Bank accounts keep your money in a safe, insured place, allow you to withdraw cash whenever you need it. It is important to understand the many components of a bank account and how to use them to your advantage.

Read pages 267-269 in your [textbook](#).

[Note-taking \(optional\)](#)

Infographic 2 provides the key vocabulary in this update:

MANAGING YOUR FINANCES

OBJECTIVE: I CAN LIST AND DESCRIBE THE SIX TYPES
OF BANKING TRANSACTIONS.

BANK ACCOUNTS KEYWORDS

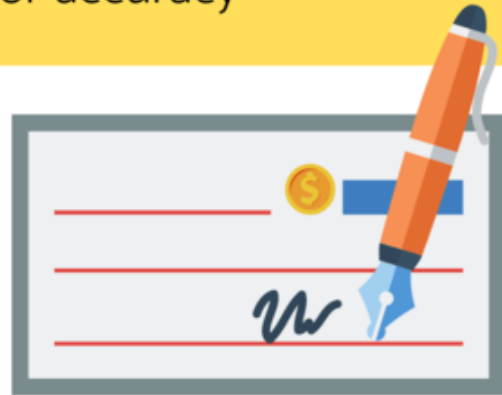
- **debit card:** a card that deducts the cost of a purchase from the

- **debit card:** a card that deducts the cost of a purchase from the user's account at the time of purchase.

- **reconcile:** to check your account for accuracy

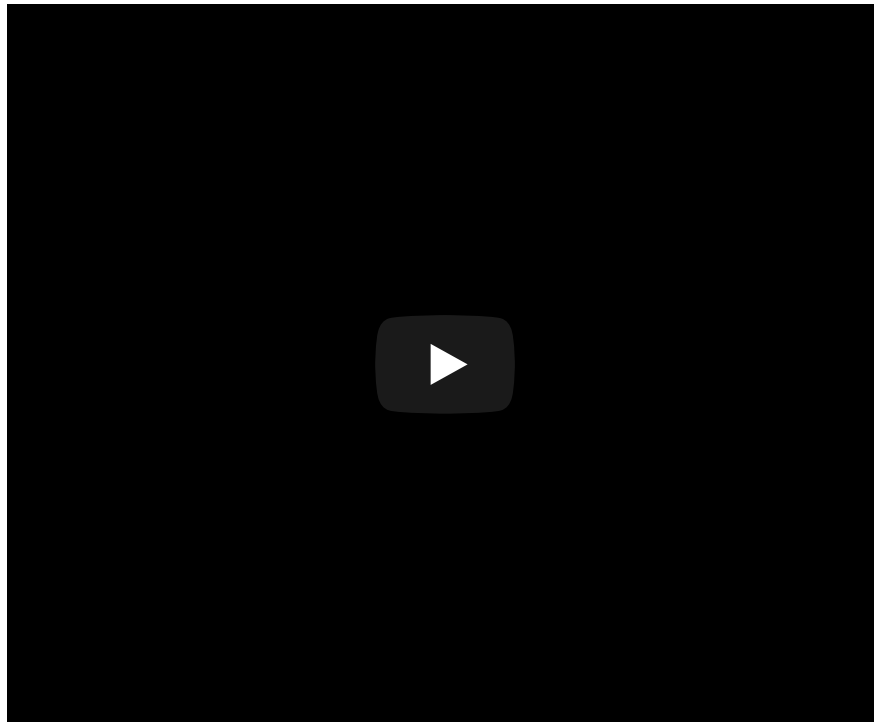
BANKING TRANSACTIONS

- 1.ATMs
- 2.Checks
3. Debit Cards
4. Automated Services
5. Telephone Banking
6. Online Bank



(Reedy, 2021)

Bank of America created this video to help teens understanding banking and how to manage checking account.



Media embedded March 19, 2021

(Bank of America, 2020)

Comment: Why is it important to keep your bank account accurate and up-to-date?

Update: Think of a friend or family member who is responsible. What does this person do (or not do) to make you feel this way?

Use the rubrics provided to help create your comment and/or update.

- [Comment Rubric](#)
- [Update Rubric](#)

FOR THE TEACHER

Objective: List the six types of banking transactions

Main Idea: When you manage your finances responsibly, you think about your income, expenses, and taxes, as well as investing for the future.

Key Vocabulary

- debit card: a card that deducts the cost of a purchase from the user's account at the time of purchase.
- reconcile: to check your account for accuracy

Six Types of Banking Transactions

1. ATMs
2. Checks
3. Debit Cards
4. Automated Services

5. Telephone Banking

6. Online Bank

STUDENT REQUIREMENTS

Read pages 267-269 in your [textbook](#).

[Note-taking \(optional\)](#)

Media: The student is expected to read/watch this information provided.

- Infographic 2: Bank Accounts
- Video: Bank Account for Teens: Help Yours Manage a Checking Account

Comment: Why is it important to keep your bank account accurate and up-to-date?

Update: Think of a friend or family member who is responsible. What does this person do (or not do) to make you feel this way?

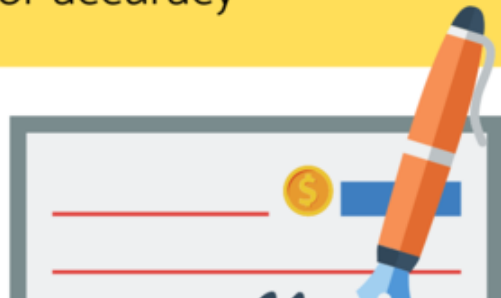
MANAGING YOUR FINANCES

OBJECTIVE: I CAN LIST AND DESCRIBE THE SIX TYPES
OF BANKING TRANSACTIONS.

BANK ACCOUNTS KEYWORDS

- **debit card:** a card that deducts the cost of a purchase from the user's account at the time of purchase.
- **reconcile:** to check your account for accuracy

BANKING TRANSACTIONS



- 1.ATMs
- 2.Checks
3. Debit Cards
4. Automated Services
5. Telephone Banking
6. Online Bank



Rubrics for grading:

- [Update Rubric](#)
- [Comment Rubric](#)

DAY 3: PREPARE FOR THE FUTURE

FOR THE STUDENT

To be financially fit, you must learn to manage your income and expenses. You must have self-discipline to establish priorities, set goals, and work to meet them. An important part of financial fitness is preparing for the future.

Read pages 269-271 in your [textbook](#).

[Note-taking \(optional\)](#)

Infographic 3 provides the key vocabulary in this update:

MANAGING YOUR FINANCES

OBJECTIVE: I CAN EXPLAIN THE PURPOSE OF INSURANCE

AND HOW IT HELPS PLAN FOR THE. FUTURE.

HEALTH



HOME



AUTO



LIFE

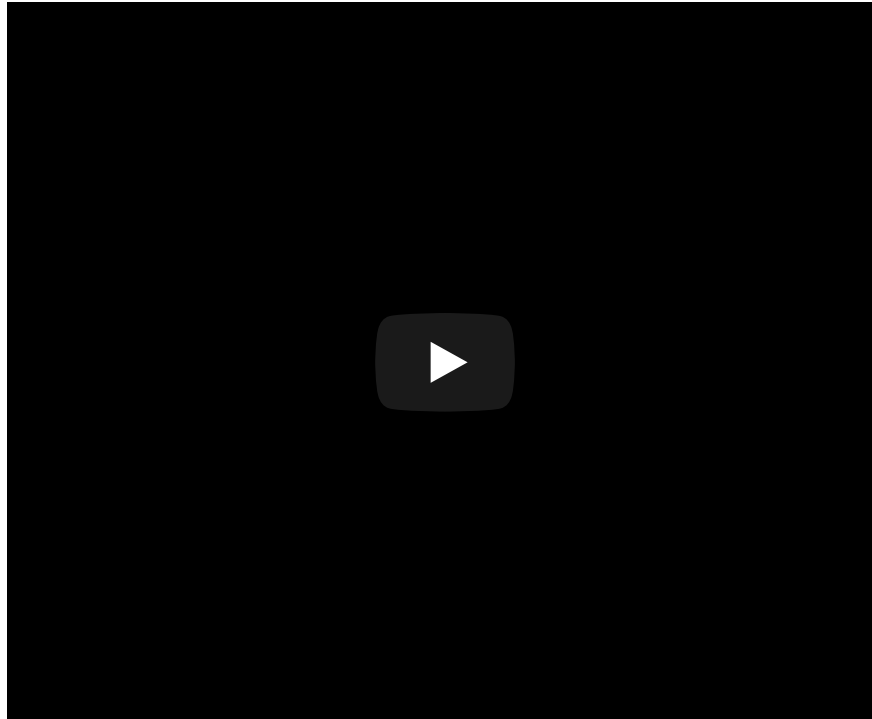


PREPARE FOR THE FUTURE

KEYWORDS

- **Insurance:** it is purchased to provide financial protection in the case of loss or harm.
- **401K Plan:** a type of retirement plan offered by many employer

The video below provides insight on how to plan for the future through insurance.



Media embedded March 19, 2021

(NFCE India, 2018)

Comment: What challenges might you face in life while saving for the future?

Update: What is the basic principal of life insurance?

Use the rubrics provided to help create your comment and/or update.

- [Comment Rubric](#)
- [Update Rubric](#)

FOR THE TEACHER

Objective: Explain the importance of insurance (health, auto, home, and life) and how it helps prepare for the future.

Main Idea: When you manage your finances responsibly, you think about your income, expenses, and taxes, as well as investing for the future.

Key Vocabulary

- insurance: it is purchased to provide financial protection in the case of loss or harm.
- 401K Plan: a type of retirement plan offered by many employers

STUDENT REQUIREMENTS

Read pages 269-271 in the [textbook](#).

[Note-taking \(optional\)](#)

Media: The student is expected to read/watch this information provided.

- Infographic 3: Prepare for the Future
- Video: What are the Different Types of Insurance?

MANAGING YOUR FINANCES

OBJECTIVE: I CAN EXPLAIN THE PURPOSE OF INSURANCE
AND HOW IT HELPS PLAN FOR THE. FUTURE.

HEALTH



HOME



AUTO



LIFE



PREPARE FOR THE FUTURE

KEYWORDS

- **Insurance:** it is purchased to provide financial protection in the case of loss or harm.
- **401K Plan:** a type of retirement plan offered by many employer

Comment: What challenges might you face in life while saving for the future?

Update: What is the basic principal of life insurance?

Rubrics for grading:

- [Update Rubric](#)
- [Comment Rubric](#)

DAY 4: INVESTING

FOR THE STUDENT

Another piece of the financial puzzle that requires a more long-term view is investing. When you invest, you use money to participate in a business enterprise that offers a possible profit.

Read pages 271-272 in your [textbook](#).

[Note-taking \(optional\)](#)

Review the infographic 4 of investments below:

MANAGING YOUR FINANCES

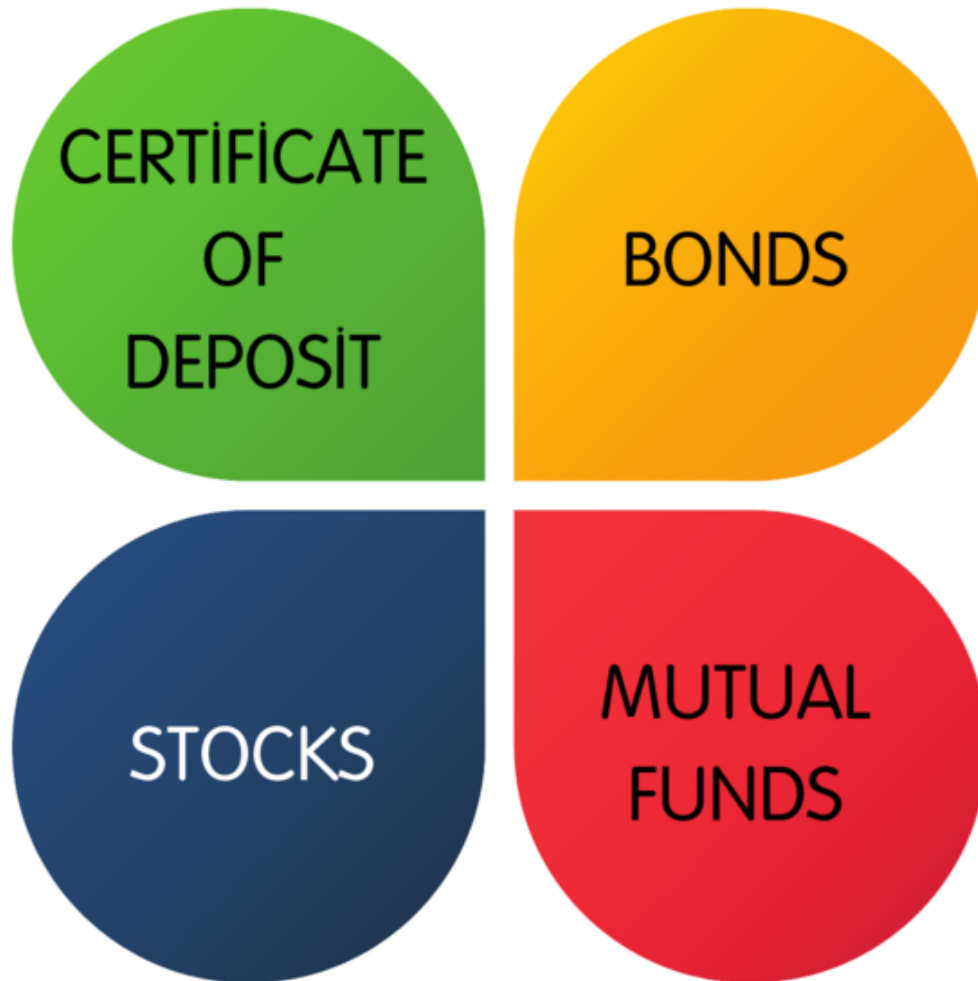
OBJECTIVE: I CAN EXPLAIN THE VALUE IN INVESTING

INVESTING

KEYWORDS

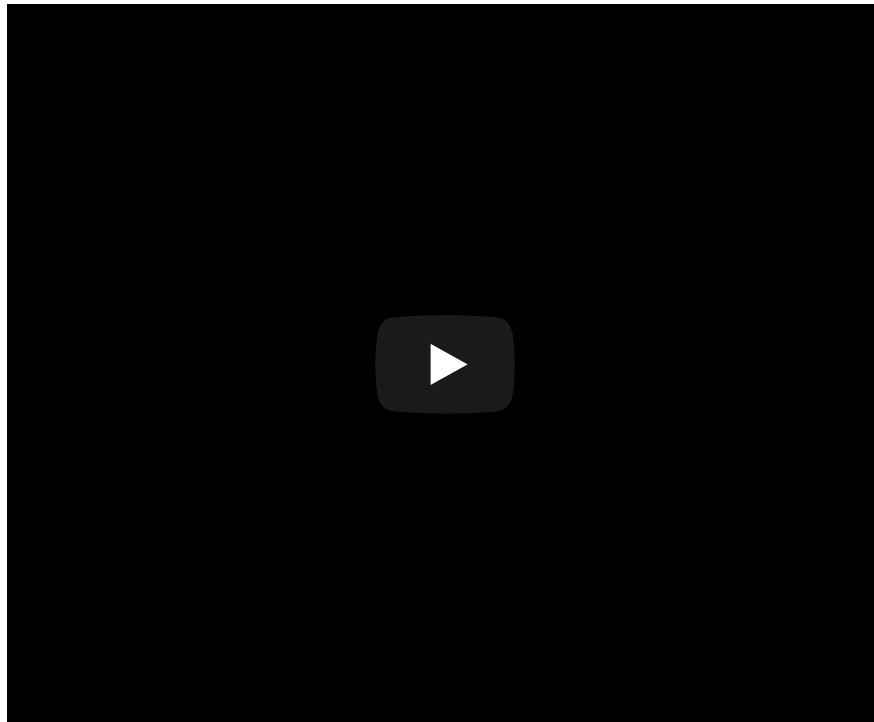
- **invest:** when money is used to participate in a business enterprise that offers a possible profit

What are your investment options?



(Reedy, 2021)

Although you may not be ready to invest in stocks, many teenagers are actually investing AND earning money. The video below, Investing for Beginners, gives you a glimpse into understanding investments.



Media embedded March 19, 2021

(Proactive Thinker, 2018)

Before you proceed to the comment, try a [quick keyword review](#).

Comment: Why do some people consider investing a form of gambling?

Update: What stock would you like to invest in and why?

Use the rubrics provided to help create your comment and/or update.

- [Comment Rubric](#)
- [Update Rubric](#)

FOR THE TEACHER

Objective: To. understand the value of investing

Main Idea: When you manage your finances responsibly, you think about your income, expenses, and taxes, as well as investing for the future.

Key Vocabulary

- invest: when money is used to participate in a business enterprise that offers a possible profit

The four types of investment options

1. Certificates of Deposit (CD)
2. Bonds
3. Stocks
4. Mutual Funds

STUDENT REQUIREMENTS

Read pages 271-272 in the [textbook](#).

[Note-taking \(optional\)](#)

[Keyword review](#)

Media: Students are expected to read/watch this information provided.

- Infographic 4: Investing
- Video: Investing in Stocks for Beginners

Rubrics for grading:

- [Update Rubric](#)
- [Comment Rubric](#)

DAY 5: INTRODUCTION TO ENRICHMENT PROJECT

FOR THE STUDENT

Click [Real World Financial Management](#) to access the enrichment project. It is available in Google Slides. You will be unable to make any changes to the teacher copy so you need to make a copy for yourself. Over the next next couple of days, you will work on the enrichment project. Each day, I will provide step by step instructions of the tasks that you need to complete. If you have any questions, please post them on the [padlet](#). Your classmates may have the same question. Also, if you have a question, please check the [padlet](#) FIRST.

REAL WORLD MATH PROJECT

Investigating Jobs, Salaries &
Budgets

GRADES 6-8

Project Occupation & Income

Your profession: Accountant
Your salary: \$77,920

Part Two: Income and Expenses

Math in the REAL WORLD Project
How much does real life cost?

Have you ever really thought about how much it will cost to live on your own someday after college? Here is your opportunity to investigate your possible future life!

The Goal: Learn how to plan and budget monthly income and determine needs versus wants.

The Process:
1. You will be randomly assigned a profession with a given salary. Follow the directions to complete the chart showing how much money you will spend in each category including your own needs.

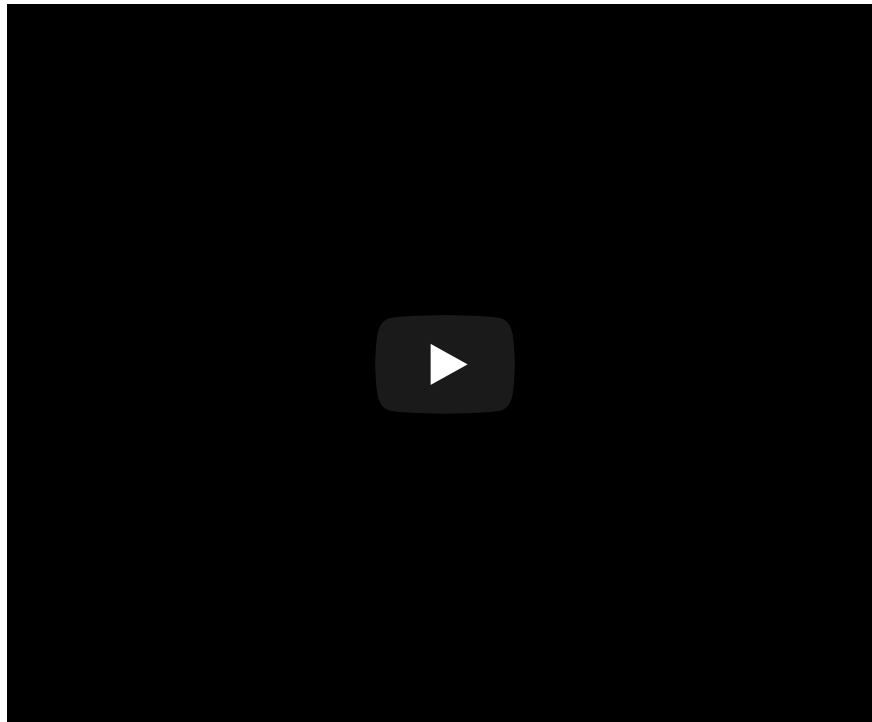
D. Graphic Designer

5. \$48,430

By Amy Hearne

(Hearne, n.d.)

Below is Video 1, an introduction of the assignment and its requirements. The video provides an overview of the expectations of the enrichment project. Each day, you will focus on one step of the project. There are five. Upon completion of the first draft, you will receive at least one peer review to help develop your final draft prior to submission. In addition, you will be required to complete two peer reviews.



Media embedded March 22, 2021

(Reedy, 2021)

FOR THE TEACHER

The video provides an overview of the expectations of the enrichment project. Each day, the student will focus on one step of the project. There are five. Upon completion of the first draft, the student will receive at least one peer review to help develop their final draft prior to submission. In addition, the student will be required to complete two peer reviews.

Students must first select their desired occupation from the list ONLY. This will be the salary used for the project. For easier grading, assign all students the same profession and salary. Accommodations: Select a salary that is easy to calculate or eliminate the writing or/math portion depending on the needs of the student.

A forum (or padlet) can be used for questions about the enrichment project. In this case, a [padlet](#) is used. Typically, students will have the same question. This will eliminate the need to respond to the same questions multiple times.

Click, [Enrichment Project: Real World Financial Management](#), for the complete assignment.

DAY 6: ENRICHMENT PROJECT-Occupation Background Research

FOR THE STUDENT

PART ONE

You should have already made a copy of the enrichment project but if you haven't, click [Real World Financial Management](#), to access and create a copy of the document. You must create a copy to add your answers.

After you have selected your occupation from the list below, use the internet to help you complete Part 1. Remember, each question must be answered in complete sentences. You may use Google, Yahoo Search, or any other search engine to search for this information.

Video Tutorial (below): Video 2 provides step by step instructions of the expectations for Part One. If you have any questions (after watching the video), please post the questions on the [padlet](#).

Project Occupation & Salary List

Your profession:
Accountant
Your salary: \$77,920

Your profession:
Computer Programmer
Your salary: \$87,530

Your profession:
Orthodontist
Your salary: \$229,380

Your profession:
Graphic Designer
Your salary: \$53,280

Your profession:
Middle School Teacher
Your salary: \$61,040

Your profession:
Lawyer
Your salary: \$141,890

Your profession:
Nurse Practitioner
Your salary: \$107,480

Your profession:
Social Worker
Your salary: \$48,430

Your profession:
Physical Therapist
Your salary: \$88,080

Your profession:
Art Museum Curator
Your salary: \$58,830

Your profession:
TV News Correspondent
Your salary: \$51,550

Your profession:
Speech-Language Pathologist
Your salary: \$79,770

Your profession:
Actuary
Your salary: \$114,850

Your profession:
Civil Engineer
Your salary: \$91,790

© Amy Hearne

(Hearn, n.d.)

Part One:

Occupation Background Research

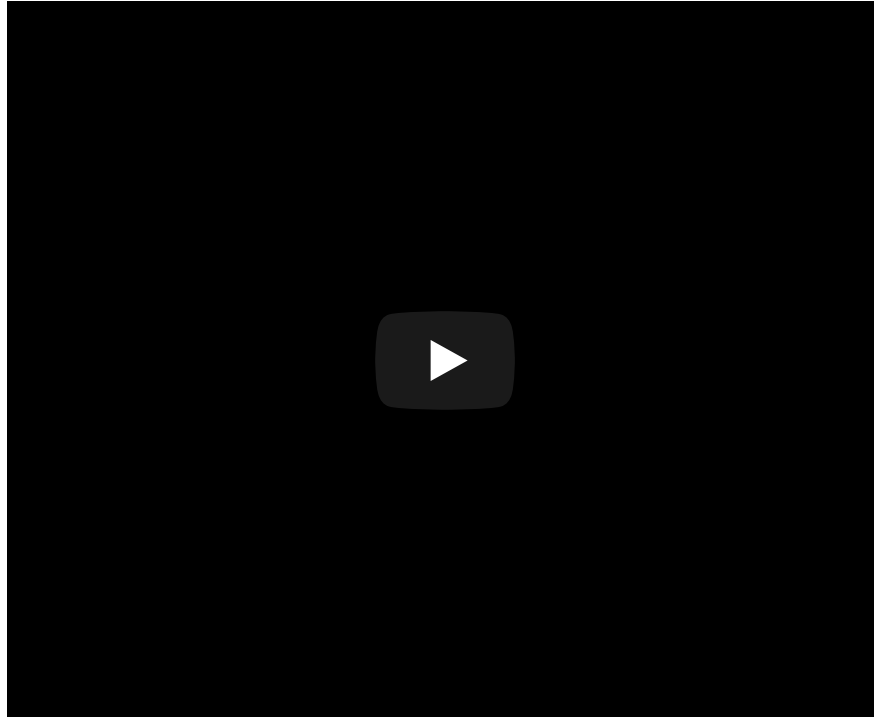
My occupation is: _____

- Explain your job. What does an average day look like? Include what type of education/degree and training is required.
- What specialties are in this occupation? For example being a doctor is an occupation, but a specialty might be pediatrics.
- Approximately how many people are employed in this occupation?
- What is the mean hourly wage?
- What are the top states that have the highest employment in this occupation? Why is this important to know?
- Explain how math is used in this profession.

**Make sure to provide sources of where you found your information.*

**Much of this information can be found using the Bureau of Labor and Statistics website*

(Hearne, n.d.)



Media embedded March 23, 2021

(Reedy, 2021)

FOR THE TEACHER

Part 1 of the enrichment project is Occupation Background Research. The student is required to research their chosen occupation using Google or other search engine. Using the information found, the student will answer 5 questions. This [video](#) is provided for assistance with Part 1. For this portion, the student is expected to:

1. Answer all parts of each question.
2. Write in complete sentences.
3. Site their sources of research.

Check the [padlet](#) for student questions about the project.

DAY 7: ENRICHMENT PROJECT-Income and Expenses

FOR THE STUDENT

PART TWO

You should have already made a copy of the enrichment project but if you haven't, click [Real World Financial Management](#), to access and create a copy of the document. You must create a copy to add your answers.

After you have selected your occupation, you will use the salary provided to complete Part 2: Income and Expenses. This section requires the use of addition, subtraction, multiplication and division. You are free to use you the percentage calculator found on the website [Calculator](#). Remember, use the correct mathematical symbols when answering the questions. After you have finished your calculations, create a pie chart using Microsoft Word or Microsoft Excel. Or, you can use Google Docs or Google Sheets.

Video Tutorial (below): Video 3 provides step by step instructions of the expectations for Part Two. It also provides step-by-steps instructions on creating a pie chart in Microsoft Excel. If you have any questions (after watching the video), please post the questions on the [padlet](#).

Part Two: Income and Expenses

Determining Your Monthly Income

Occupation:	Yearly Salary:
Monthly Income (before taxes and insurance cost rounded to nearest cent):	
Taxes 12%-Yearly amount for taxes:	Monthly amount taken out for taxes:
Health Insurance 5% -Yearly cost for health insurance:	Monthly amount taken out for insurance:
Total Monthly Income (amount after taxes and insurance):	

Determining Your Monthly Expenses

Area of Spending	Budgeted Amount
Rent 25%	
Utilities (heat, electric, water, etc.) 5%	
Cell Phone Bill	\$120
Food 10%	
Student Loan Payments 7%	
Other (shopping for clothes, furniture, birthday gifts, movies, etc.) 10% of your income	
Do you have cable?	
<ul style="list-style-type: none"> • Yes – Add \$75 • No - \$0 	
Transportation Do you have your own car?	

- Yes-Calculate 3.5% of your monthly expenses for car payment and insurance
- No - Add \$100 for public transportation

Total Expenses

Savings (Difference between income and expenses/left over percent)

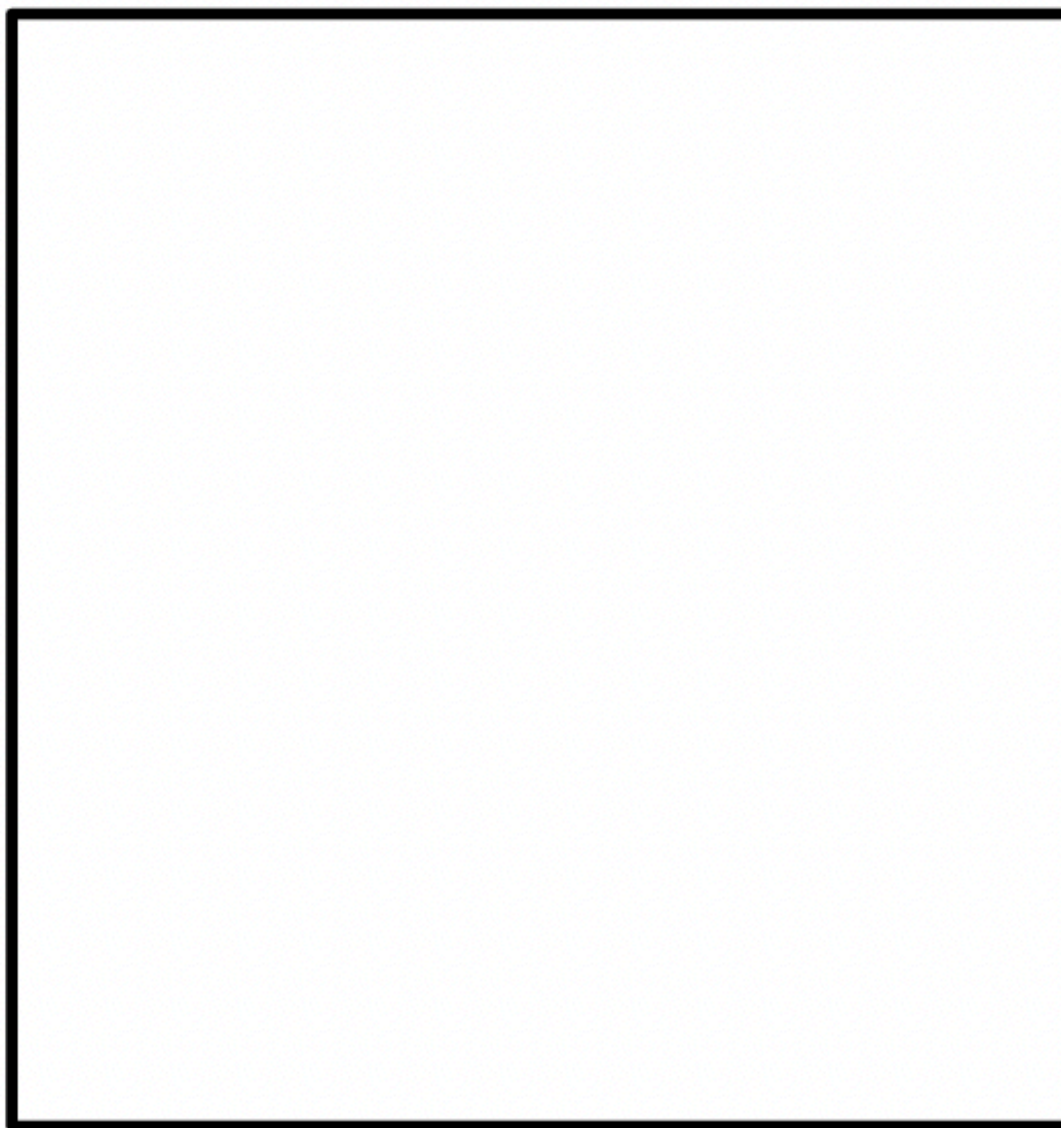
Pie Chart: Use the monthly expenses information to create a pie chart using word or excel programs. Include the printed version on your display.

© Amy Hearne

(Hearne, n.d.)

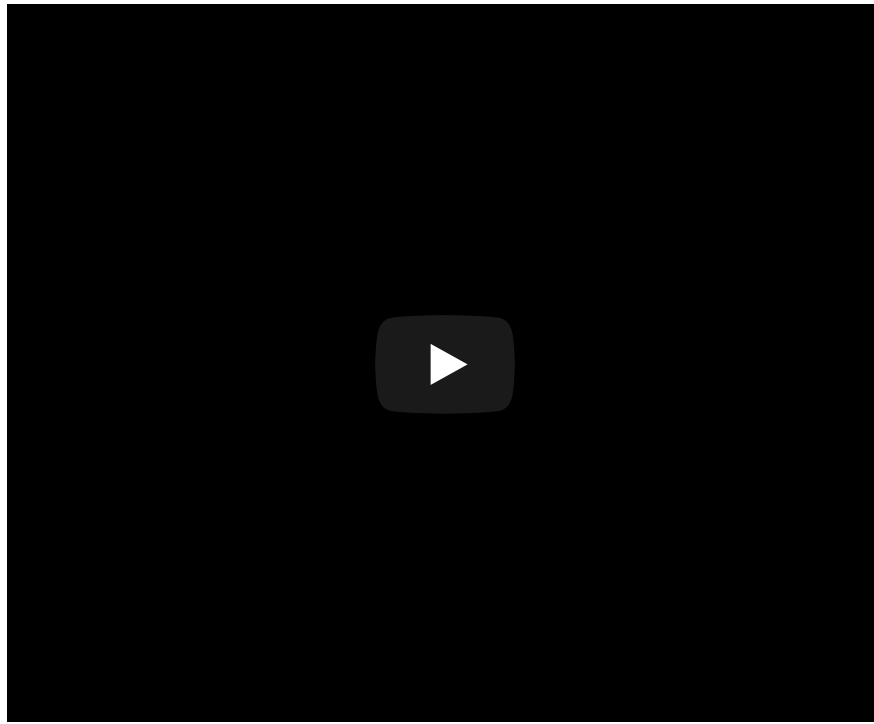
PART TWO CONTINUED....

Insert Pie Chart Below



(Hearne, n.d.)

Media embedded March 23, 2021



Media embedded March 23, 2021

FOR THE TEACHER

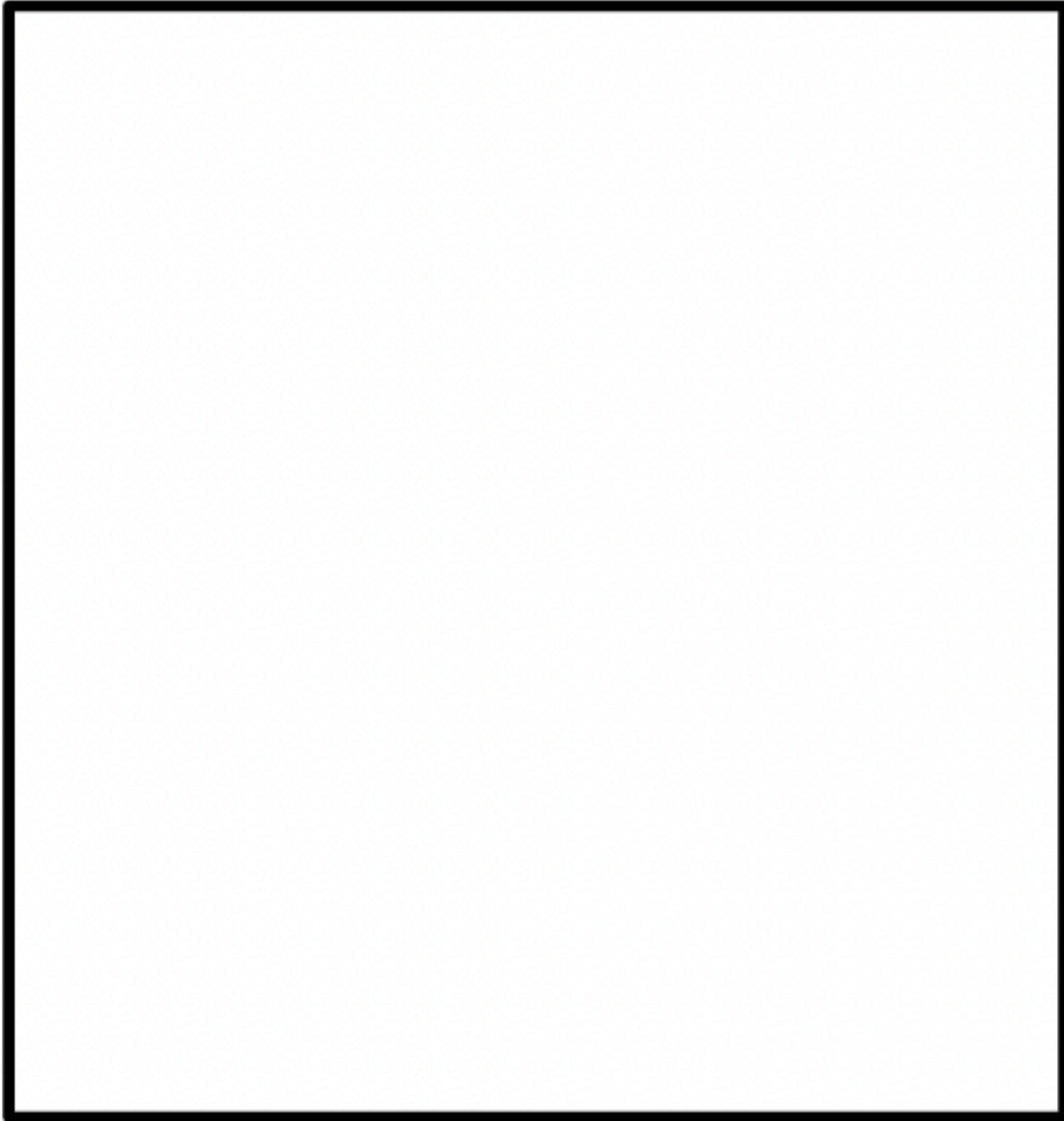
Part 2 of the enrichment project is Income and Expenses. This part is math intensive. If this is a cross-curriculum assignment (with math), you may eliminate the use of calculators. If not, the student can use a percentage calculator such as, [Percentage Calculator](#). First, the student needs to determine their monthly salary. Then, the student must use the percentages provided to calculate taxes and insurance.

Once the student has calculated their income (after taxes), they will use the percentages provided to calculate their budget for expenses. Using the expenses budget and Microsoft Excel (or Google Sheets), the student can create a pie chart of their monthly expenses. Step-by-step instructions are provided in [Video 3](#).

Check the [padlet](#) for questions about the project.

PART TWO CONTINUED....

Insert Pie Chart Below



FOR THE STUDENT

PART THREE

You should have already made a copy of the enrichment project but if you haven't, click [Real World Financial Management](#), to access and create a copy of the document. You must create a copy to add your answers.

For Part Three, you will select housing. Follow the instructions provided, including creating calculations and posting pictures. Remember, you must stay within budget. Your budget can be found in the calculations you made in Part 2. [Apartments.com](#), [Apartmentguide.com](#), and [RealtySouth](#) are great places to start your search. You may also use any other search engine.

Video Tutorial (below): Video 4 provides step by step instructions of the expectations for Part Three. If you have any questions (after watching the video), please post the questions on the [padlet](#).

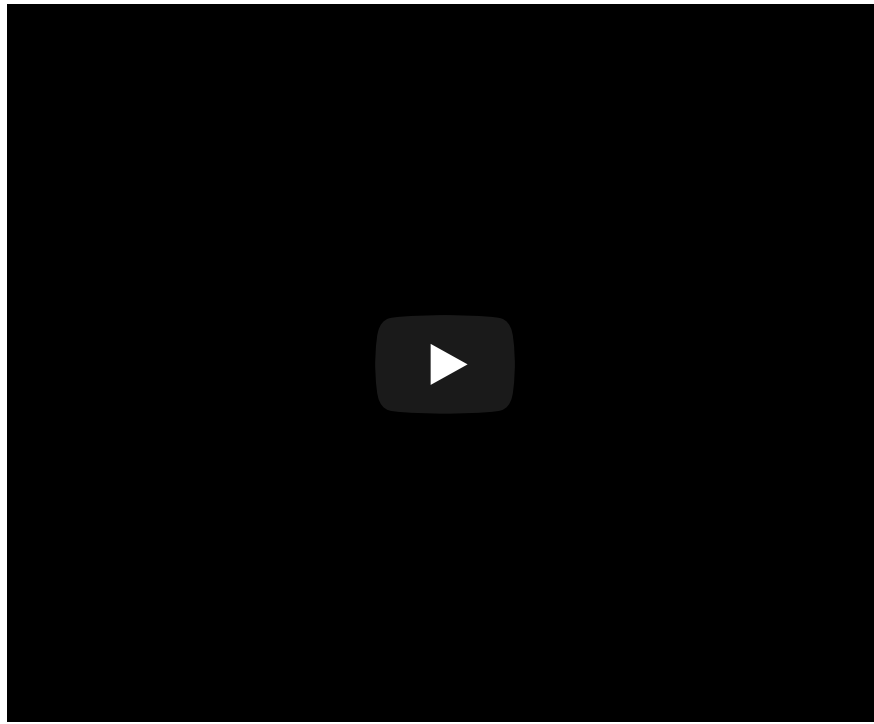
Part Three: Rental Details

- Where is your rental located? Show using google maps. (Provide link.)
- Is your rental a house or apartment?
- What is the monthly rental cost? What is included in the cost?
- Post (2) pictures of the rental below.
- Include web address of the rental.

**There are many rental websites you can use to browse for a place, including apartments.com.*

Post pictures here.

© Amy Hearne



Media embedded March 23, 2021

(Reedy, 2021)

FOR THE TEACHER

Part 3 of the enrichment project is Rental Details. The student will research rental apartments (or homes) in their area and use this information, along with their budget, to select a rental. The student will complete this portion by providing costs, links, and photos that are pertinent to the rental. More details are provided in the [Video 4](#).

Check the [padlet](#) for questions about the project.

Part Three: Rental Details

- Where is your rental located? Show using google maps. (Provide link.)
- Is your rental a house or apartment?
- What is the monthly rental cost? What is included in the cost?
- Post (2) pictures of the rental below.
- Include web address of the rental.

**There are many rental websites you can use to browse for a place, including apartments.com.*

Post pictures here.

© Amy Hearne

DAY 9: ENRICHMENT PROJECT-Savings

FOR THE STUDENT

PART FOUR

You should have already made a copy of the enrichment project but if you haven't, click [Real World Financial Management](#), to access and create a copy of the document. You must create a copy to add your answers.

For Part Four, you must choose three items that you would like to save for. Follow the instructions provided, including selecting the item, providing the cost, calculating the time needed to save and posting a picture. You may use any search engine to assist with this part of the project.

Video Tutorial (below): Video 5 provides step by step instructions of the expectations for Part Four. If you have any questions (after watching the video), please post the questions on the [padlet](#).

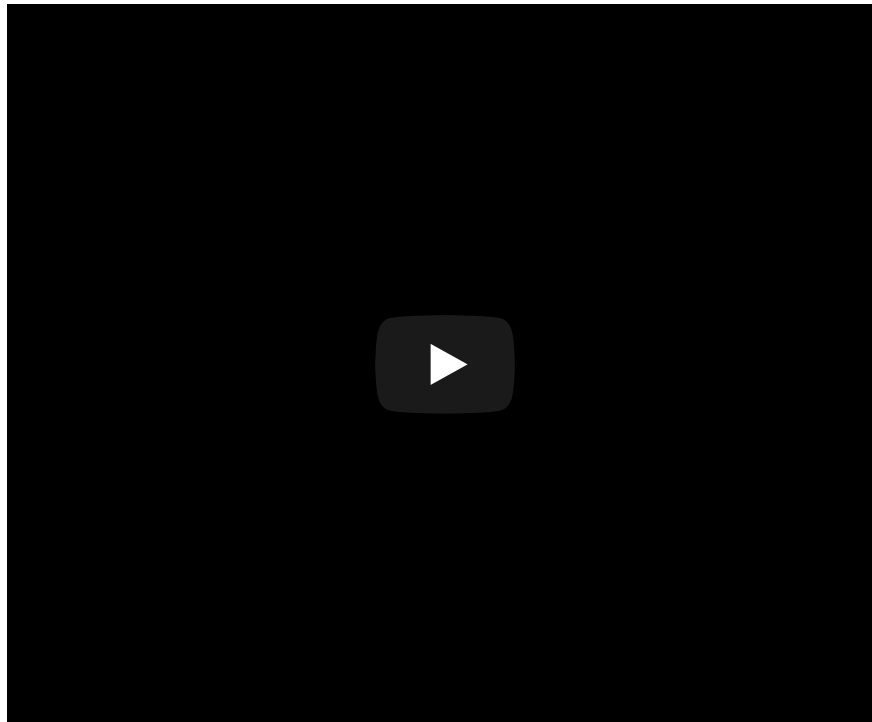
Part Four: Savings

Think of three items (new flat screen tv, car, etc.) or experiences (vacations, sky diving, etc.) of what you would want to save for. List these things, their approximate cost and pictures in a chart similar to the one below. Then based on your monthly savings, calculate how long would it take you to save up for your items.

Item/Experience	Cost	# of Months to Save	Picture of Item

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FOR THE TEACHER

Part 4 of the enrichment project is Savings. The student will choose three items or experiences they would like to save for. Using their savings (calculated in Part 2), they will determine the amount of time needed to save for each purchase. In addition, the student must provide the item/experience, cost, and a photo. More details are provided in [Video 5](#).

Check the [padlet](#) for questions about the project.

DAY 10: ENRICHMENT PROJECT-Reflection

FOR THE STUDENT

PART FIVE

You should have already made a copy of the enrichment project but if you haven't, click [Real World Financial Management](#), to access and create a copy of the document. You must create a copy to add your answers.

For Part Five, you will answer six reflection questions. Remember, you must write in complete sentences.

Video Tutorial (below): [Video 6](#) provides step by step instructions of the expectations for Part Five. If you have any questions (after watching the video), please post the questions on the [padlet](#).

After you complete Part Five, please submit your first draft. To submit your first draft, complete the directions below:

Please use the Google Slides "share" button to submit your project.

Step 1: Click "share", which is a yellow box in the top right corner.

Step 2: In the "Get Link" box, confirm "anyone with the link" is selected.

Step 3: Confirm "viewer" is selected so that no one can make changes to your project.

Step 4: Select "copy link". Then, email the link to preedy2@illinois.edu. The subject line should be First Draft.First Initial. Last Name. Example: FirstDraft.P.Reedy

Part Five: Reflection Questions

1. What did you find most difficult about planning your monthly budget? Why is having a budget important in the real world?

2. What expenses surprised you most in terms of their cost? Why do you think these items cost so much or so little?

3. Did you include the optional portions of your budget (car payment and cable)? Why or why not?

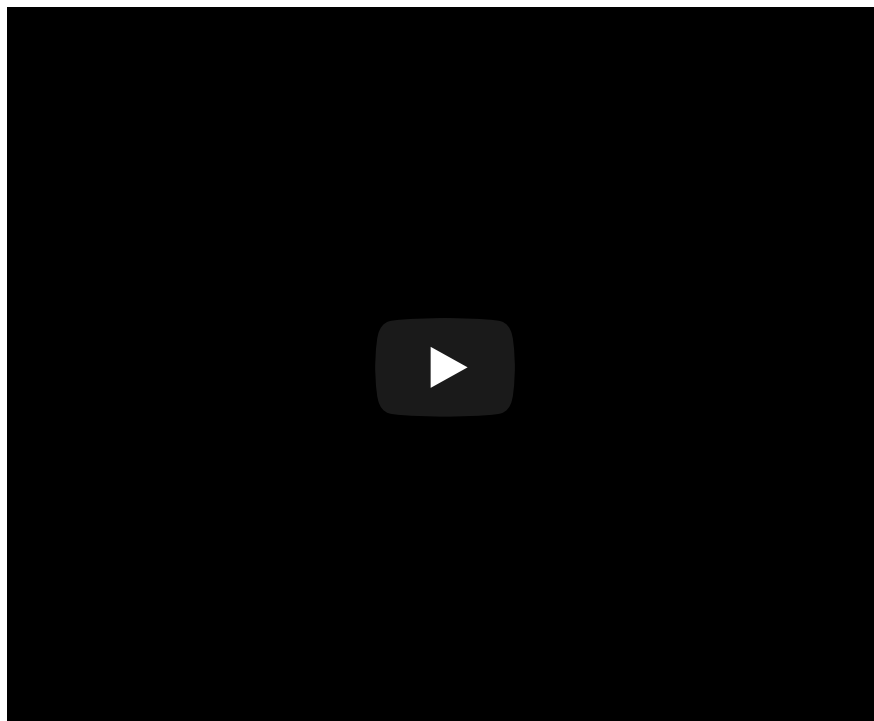
4. What was important to you when looking for an apartment to live? Was it difficult to find what you were looking for?

5. If you were to choose an occupation right now, what would it be? Why are you interested in this occupation?

6. What are two things you learned about the "math in the real world" from this project?

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Media embedded March 23, 2021

(Reedy, 2021)

FOR THE TEACHER

Part 5 of the enrichment project is Reflections Questions. The student will answer six questions to allow for reflecting on the enrichment project. More details are provided in the [Video 6](#).

After the student has completed Part 5, they will send their first draft via email. Once the email is received, it should be forwarded to a classmate for a peer review. Each classmate should receive two projects to review.

Check the [padlet](#) for questions about the project.

DAY 11: PEER REVIEW

FOR THE STUDENT

You should have received the projects of two classmates. You will complete a peer review, using the rubric, [Peer Review: Managing Finances](#). Remember, you must make a copy of the rubric before you can make changes. Save the copy as follows (Classmate's Last Name Classmate's First Initial. Peer Review. Finance).

Example: ReedyP.PeerReview.Finance

Email each peer review in a separate email with the subject line in the same format as the file name to preedy2@illinois.edu. If you have any questions, please post them to the [padlet](#).

Name: _____

Grading Sheet

Make sure to complete the self grading column below before handing in your final project.

Category	Peer Review	Teacher Score
Occupation Research <i>Answered all questions correctly, in full sentences, no grammatical errors</i>	/10	/10
Monthly Income Chart <i>Calculated correctly</i>	/10	/10
Monthly Expenses Chart <i>Calculated correctly</i>	/10	/10
Pie Chart <i>Correctly created using the computer and shows the correct expense percentages</i>	/5	/5
Rental Details <i>Included pictures, location and rental details</i>	/10	/10
Savings <i>Provides all three items to save for, pictures, cost, and correctly calculates saving time</i>	/10	/10
Reflection Questions <i>Answered in complete sentences and include thorough responses</i>	/10	/10
Poster Display <i>Included title, charts, questions, pie chart, rental details, overall poster is neat and easy to read</i>	/10	/10
Total:	/75	/75 points possible
Student Comments:		
Teacher Comments:		

(Hearn, n.d.)

FOR THE TEACHER

Send each student 2 enrichment projects to review. The student will complete the peer review using the link, [Peer Review: Managing Finances](#). The student must make a copy of the rubric before changes can be made. The copy should be saved as Students's Last Name.Reviewer's Last Name.Peer Review. Finance. For example: Smith.Williams.PeerReview.Finance. Once completed, the student will email each review separately to preedy2@illinois.edu. Once the review is received, forward the review to the student it's completed for.

DAY 12-13: REVIEW AND PUBLISH



(Stock Photo)

Use the next two days to review your peers' thoughts, suggestions, and comments on your project. Use this information to help you finalize your project for submission. The project is due by 11:59 p.m. on the due date. Please email your complete project (with the same subject line as the file name) to preedy2@illinois.edu.

Before you submit your final draft, you should review:

- grammar
- punctuation
- sentence structure
- calculations/math
- images

Again, if you have any question, please post them on the [enrichment padlet](#) BEFORE you submit your final work.

FOR THE STUDENT



Stock Photo

Use the next two days to review your peers' thoughts, suggestions, and comments on your project. Use this information to help you finalize your

project for submission. The project is due by 11:59 p.m. on the due date. Please use the Google Slides "share" button to submit your project.

Step 1: Click "share", which is a yellow box in the top right corner.

Step 2: In the "Get Link" box, confirm "anyone with the link" is selected.

Step 3: Change "viewer" to "editor". If you forget this step, the rubric/grade can't be added.

Step 4: Select "copy link".

Next, email the link of your project to preedy2@illinois.edu. The subject line should be your first initial and last name.

Before you submit your final draft, you should review:

- grammar
- punctuation
- sentence structure
- calculations/math
- images

Again, if you have any questions, please post them on the [padlet](#) BEFORE you submit your final work.

Don't forget to complete the end of the year survey, by clicking [here](#).

FOR THE TEACHER

This is the completion of the enrichment project and the module. Each student will submit their project via the share tab in Google Slides, which is where the assignment is completed. To grade the assignment, copy and paste the completed [rubric](#) to their Google Slides file. Students will automatically have access to their rubric/grade for review.

Send an email reminder for students to complete the [survey](#).

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