



Financial Literacy



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What Does It Mean to Have Financial Literacy Skills?

Financial literacy skills means having the confidence, knowledge, and skills needed to make financial decisions that promote financial self-sufficiency, stability, and well-being. These skills include the ability to effectively locate, evaluate, and use information, resources, and services and to make informed decisions about financial obligations, budgeting, credit, debt, and planning for the future.

Together, the *National Standards for Adult Financial Education* (Institute for Financial Literacy, 2007), *My Money Five Principles for All Americans* (Financial Literacy and Education Commission, 2011), and the higher grade-level standards within the *National Standards in K–12 Personal Finance Education* (Jump\$art Coalition, 2015) provide guidance on specific types of financial literacy knowledge and skills, as detailed in Table 1.

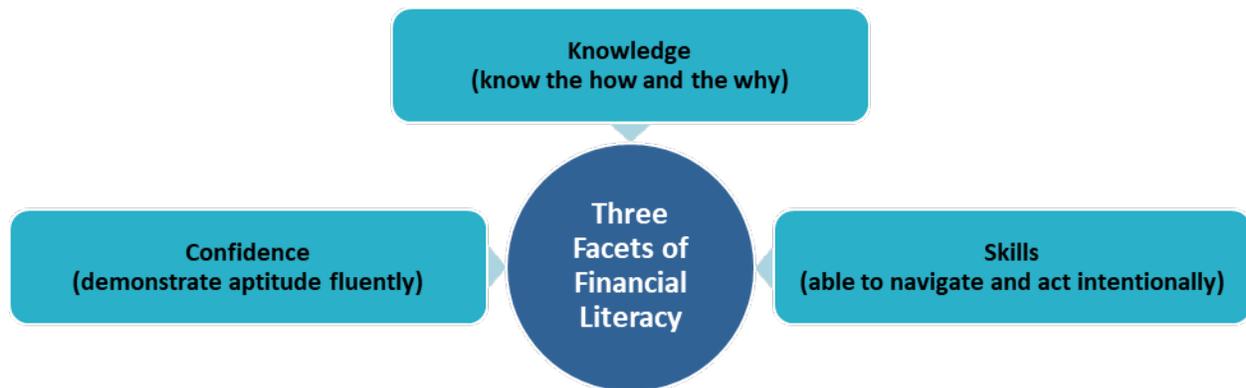
Issue Brief
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Table 1. Sources of Guidance on Types of Financial Literacy Knowledge and Skills

National Standards for Adult Financial Education	My Money Five Principles for All Americans	National Standards in K–12 Personal Finance Education
Money Management	Earn	Spending and Saving
Credit	Save and Invest	Credit and Debt
Debt Management	Protect	Employment and Income
Risk Management	Spend	Investing
Investing and Retirement Planning	Borrow	Risk Management and Insurance
		Financial Decision Making

How financial knowledge and skills are applied will take on different forms due to individuals’ varied skill levels, aspirations, and life circumstances. Financial know-how accompanied by core skills—such as critical thinking, problem solving, self-awareness, and adaptability—can boost individual financial capability to improve financial well-being according to one’s own terms. While the end result will vary by individual, the same four qualities of financial well-being can be relevant for anyone (Consumer Financial Protection Bureau, 2015):

- Having control over day-to-day, month-to-month finances
- Having the capacity to absorb a financial shock
- Having the ability to remain on track to meet financial goals
- Having the financial freedom to make the choices that allow one to enjoy life



In general terms, the financial education industry recognizes that individual behavior and working knowledge are components of the financial literacy mix that leads to financial capability. A person can have knowledge about personal finance and show skill and ability but be functionally illiterate relative to performing at a minimal level of proficiency when faced with personal, real-world decisions and actions. In addition to understanding personal finance concepts and developing skills, a third facet of financial literacy is the fluent use of what is known and learned in order to navigate through real-life financial decisions.

Why Is Financial Literacy Important?

Financial literacy has significance for the financial conditions of individuals, families, and communities, so much so that the Financial Literacy and Education Commission responded to societal financial issues by launching a National Strategy for Financial Literacy in 2011. Restated in 2016, the strategy aims to support efforts for “sustained financial well-being for all Americans and families in the U.S.” (Financial Literacy and Education Commission, 2016, paragraph 2).



The following issues provide rationale for the need to address financial literacy:

Daily actions impact financial circumstances. Individuals make decisions each day that financially impact their personal and household situations. Whether intentional or unintentional, the actions or inactions of individuals can significantly affect their ability to meet financial obligations and achieve financial aspirations for themselves and their families.

Limited English and cultural differences can pose barriers to financial success. Specialized financial language, jargon, and systems can create road blocks for individuals with limited English proficiency. They can be hampered by lack of access to translated materials or inaccurate translations. Cultural differences may have negative consequences when addressing issues such as tax codes, using financial services, and using (or not using) credit. Limited English individuals or immigrants who are unfamiliar with United States financial systems and language may rely on others for assistance, making those individuals vulnerable to fraud, unintentional errors, or missed opportunities (U.S. Government Accountability Office, 2010).

Not everyone receives financial education. The reality is that not all adults receive quality instruction about basic personal finance concepts. The *2016 National Financial Capability Study* indicated that as of 2015, less than a third of American adults had been offered financial education at a school, college, or workplace, and only one in five say they participated in financial education. (FINRA Investor Education Foundation, 2016). Parents and caregivers serve as primary sources for youth to acquire money management habits, whether deliberate or through modeled behaviors. Although it might seem logical for youth to study personal finance some time before graduating from high school, there is no guarantee that all youth receive financial education prior to transitioning into adulthood. As of 2018, only one third of states had a personal finance graduation requirement. (Council for Economic Education, 2018)

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(FINRA Investor Education Foundation, 2016)

Consumers face complex financial decisions. In the *2017 Consumer Financial Literacy Survey*, a sizable proportion of respondents reported having challenges with managing credit cards (39%), not saving for retirement (27%), and not planning for or tracking spending (60%) (National Foundation for Credit Counseling, 2017). The disparity of financial education fosters an uneven playing field; not all individuals are prepared, especially for the many complex financial tasks and decisions that face all consumers today. Examples of these tasks and decisions include completing legal documents, navigating through financial systems and services, acquiring insurance, planning for retirement, purchasing a home, managing debt, assessing job offers, or dealing with issues related to divorce or death of a family member.

Financial stress affects health and work performance. Finance-related stress can lead to health issues or impact work performance (International Foundation of Employee Benefit Plans, 2016). Anxiety, impaired memory, and diminished concentration are examples of chronic distress symptoms, all of which can affect an employee's ability to perform work duties. Employees who are navigating through challenging personal financial issues can be mentally distracted from work duties; or the need to deal with pressing personal business might require short notice for personal time off work.

A large segment of the female population lags behind males relative to financial management. One third of working women feel unprepared to manage unexpected expenses. In a 2015 survey of working women, "early career women, those with children, and those who have or have experienced marital disruption"



indicated symptoms of financial distress (Lusardi & de Bassa Scheresberg, 2017, p. 4). Many noted that they have too much debt and feel unprepared for retirement despite their longer life expectancy compared with men. In addition, woman often work in lower paying jobs than men and might work part-time or have shorter work careers due to providing care for children or parents (Lusardi & de Bassa Scheresberg, 2017).

Financially literate individuals are less likely to be financially fragile. Measured relative to the ability to cope with unplanned expenses, financial fragility may result from not having the means to cover an emergency expense or to manage during a temporary loss of income (Gupta, Hasler, Lusardi, & Oggero, 2015). Financial literacy, along with family size and debt burden, are primary factors that influence financial fragility among middle-income households (Hasler & Lusardi, 2019). According to a national financial capability study, half of adults do not have enough savings to cover three months of living expenses (FINRA, 2016). Financially savvy consumers are less likely to be reliant on others and less at risk of exploitation and fraud.

How Do You Implement the Skills That Matter for Financial Literacy?

Learners benefit from integrating financial literacy skills development with all of the skills that matter because this reinforces skills they will need when they have learned about personal finance. A key to financial literacy is the ability to apply core skills that boost capacity to make informed and intentional decisions, plan for actions that align with personal values and aspirations, and navigate through financial systems with confidence and competence. Examples of these skills are described below:

- **Critical thinking.** At the core of financial literacy is the ability to think critically about the potential consequences of actions and how actions align with personal values, aspirations, and circumstances. Given a household profile and a scenario for an out-of-state job offer, for example, designate criteria for a successful outcome based on personal values and aspirations and compare and contrast financial factors and non-financial factors to draw conclusions about accepting or declining the offer.
- **Problem solving.** Managing money within a household requires the application of problem-solving and decision-making skills on a regular basis. Presented with real-world problems, learners have opportunities for guided practice in a sheltered setting as they determine realistic criteria for a successful outcome to the issue at hand, seek out and analyze credible resources as they discern viable solutions, and reflect on the actual or potential outcomes of the decided solution. Classroom practice can feature uncomplicated issues such as deciding on affordable and reliable transportation solutions or more complex problems that involve prioritizing objectives and use of limited household resources when a primary income earner is facing a job loss or layoff.
- **Communication.** Financial issues need to be addressed frequently in multiperson households. Especially during face-to-face conversations aimed at reaching consensus, non-verbal cues should match verbal language to reduce risk of misinterpretation. The ability to clearly and concisely convey needs and expectations, ask effective questions to gather information, and listen (or read responses) for understanding apply in nearly every type of business transaction, whether in person, by phone, or via online means. An example of what can be done in a classroom might include a role-play to practice negotiating for a salary increase, a change in work duties, or the resolution of a poor customer experience.
- **Processing and analyzing information.** Savvy consumers gather relevant information from credible sources to be aware of processes and to use information for decision-making. Presenting students with a case study about hail damage to personal property and the need to understand implications relative to the terms and conditions of a related insurance policy provides a realistic example for renters or homeowners to consider. Students can determine which parties are responsible for what costs and for the work necessary to complete repairs.



- **Self-awareness.** Financial planning involves being aware of personal values, aims, and circumstances. Reflecting on how reality and personal habits align with one’s personal preferences and situation provides opportunities to leverage what is working and to modify what is hindering progress. As a prerequisite activity for a group project, writing a personal money narrative provides an example. During a two-person mock activity related to planning for a major expenditure or monthly spending plan, partners can read one another’s money narratives. Recognizing similarities and differences, they create a spending plan that accomplishes the objective in a manner that is acceptable to both parties.
- **Navigating systems.** Every business transaction requires the ability to complete a process or to follow established protocols. Teachers may consider using online resources offered by the Federal Trade Commission to investigate types of active fraud schemes. Students can then find information to create a personal checklist for critical actions to pursue when falling victim to fraud or theft of personal data.
- **Adaptability and willingness to learn.** Individuals encounter similar types of financial decisions throughout their lives. Changes in circumstances and trends, such as a change in the number of household members, starting or leaving a job, or retirement all create the need to adjust spending plans, insurance coverage, and other money management systems. Students may be given a real or mock scenario regarding job layoffs or business closures and then apply or recommend a plan to prepare for the change, including adjusting personal spending plans and gathering information about job searches and training opportunities.

What Are Some Tips for Teaching Financial Literacy Skills in Your Classroom?

- **Know your learners to bring relevance to the experience.** Be practical in planning activities and learning to align them with learners’ abilities and near-future decisions and actions. When introducing new financial concepts, survey the group to identify skill levels, relevant experiences, and attitudes toward particular topics. Where practical, integrate common experiences and inquiry questions into learning scenarios and discussions. Using a *Know-Want to Know-Learned* strategy provides insights about what learners know and want to know and suggests subsequent opportunities for learners to reflect on what they learned.
- **Respect privacy and protect personal information.** Some learners may be uncomfortable discussing personal financial issues. Others may find that class discussions encourage too much information sharing. Before addressing personal financial topics, establish boundaries and rules of engagement about what to share and what not to share publicly in class. Discern when to use mock data for group discussions and when it might be appropriate for learners to use personal information for independent learning activities.
- **Use storytelling to introduce topics or to clarify difficult concepts.** Telling a story is an effective way to introduce financial concepts and position personal finance topics in context. Whether based on real or mock details, stories provide learners with points of reference for the discussion and application of learning, especially when covering difficult concepts. Stories can be used to analyze actions and outcomes as well as to predict what might happen if story details are modified.
- **Pay attention to language and tone.** Especially when engaged in discussions about money management habits or aspirations, be sensitive to how tone and word choice might be perceived. Each learner has his or her own money story and values system. Avoid language that might be perceived as shaming or judgmental relative to socioeconomic circumstances or life choices. Promote language that inspires and empowers. For example, when discussing options to manage a particular situation, substitute “could” for “should” to emphasize choices rather than to impose personal values onto others.



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What Are Best Practices in Financial Literacy?

- **Ask learners what they want to learn about personal finance topics and financial decisions.** Bring relevance to learning by incorporating topics and examples that are of interest to your learners. Ask questions in open discussions or surveys to discover particular finance-related decisions they are facing, either recently or in the near future. Pay attention to the types of money decisions that students face. Regardless of academic level or socioeconomic level, all individuals are faced with the need to navigate complex financial decisions that require various levels of money savviness.
- **Use accessible written materials and other financial information.** When using authentic materials, scaffolding is critical. Strive to incorporate materials and examples that reflect the financial and cultural diversity of the class. Note that some students may be in dire circumstances at times; be an advocate and be sensitive to their situations.
- **Co-teach with guest experts from the field and prepare presenters for the experience.** Inviting guest presenters to co-teach specific financial topics will enhance the learning experience, as learners receive technical information directly from an expert in the field. Through such guests, learners are exposed to professionals in a safe environment, which can help lower the apprehension they might have about reaching out to professionals on their own.
Prior to the co-teaching/guest presenter experience, provide the guest presenter with relevant background information to optimize the time on-site. First and foremost, give the presenter a sense of the language and literacy proficiency of the class so that he/she can deliver the information at the appropriate level. Also, provide a summary of the classroom profile (e.g., level of financial experiences, general socioeconomic status, motivation for enrolling in the class, recommended modifications to ensure inclusivity), an overview of the topics that have already been covered in class, specific directions about what to cover during the presentation and what learners should be able to know and do as a result, and a description of relevant learning that will follow the presentation. Coach the presenter to be wary of engaging one on one with students who might inadvertently pursue personal financial advice during a class discussion. Be present during the presentation to help guide the discussion and note topics of interest that might be pursued in more depth in future class sessions.
- **Establish boundaries.** Be aware that your role is that of an educator, not that of a financial counselor or adviser. It is one thing to teach personal finance skills and strategies for financial decision making, but engaging with students to coach and provide financial advice on specific personal issues could put you into a challenging position. A credentialed financial counselor or advisor is best qualified to provide expert assistance with personal financial issues. As an instructor, be open and upfront with learners about what you can and will not discuss regarding individual financial situations. Be the connector to viable resources and help learners research free or low-cost services in their community.

Implementing Best Practices Within an Adult Basic Education Program

Class Description

For several years, Eli Gibbons has been teaching adult basic education (ABE) elective courses for young adults representing a variety of cultures in a north Houston suburb. He particularly appreciates when students are enrolled in more than one of his classes because he can then learn more about those students' learning styles, life circumstances, and motivations. His current ABE consumer math class is made up of 22 students aged 18 to 24 and at various academic levels. All are employed full time and working toward their high school equivalency credential. Nearly half of the students earn just above minimum wage, one third are single parents, and all are members of immigrant families. Eli found it interesting that all but two students gained early work experience while assisting with family-run businesses, often serving as interpreters for elderly family members. To keep his lessons relevant and interesting for learners, Eli has brought in former students who now own businesses nearby to speak to the class, and he has included readings from resources on immigrant entrepreneurs such as Green Card Voices (<https://www.greencardvoices.com/entrepreneur-mn/>).

The Best Practices in Action

1. **Ask learners what they want to learn about personal finance topics and financial decisions.** When teaching his personal finance units, Eli tries to schedule local business people (immigrant business owners in particular) to present on topics that are of high interest to his learners. He has found it especially helpful to defer to these experts when covering financial topics that are beyond his own level of expertise.

A few weeks prior to starting his personal finance unit, Eli takes 15 minutes at the end of a class to preview upcoming personal finance topics. He then asks the learners to share questions they have about financial decisions that they are facing now or will face in the near future. They have the option to provide questions verbally at that time or in writing within the upcoming week. Eli refers to the student-generated questions when choosing class content and guest speakers. These activities promote **communication** and **self-awareness**.

2. **Use accessible written materials and other financial information.** In preparation for a lesson on debt management, Eli visits www.consumer.gov and finds many resources and readings written at his students' level. When he brings in a recent newspaper article on credit card interest rates being targeted at the elderly, he spends sufficient time preteaching key vocabulary and uses a graphic organizer to help students identify the main ideas and key details of the article. These are examples of supports we give learners so that they can engage in effective **communication** and **processing and analyzing information**.



3. **Co-teach with guest experts from the field and prepare them for the experience.** When Eli confirms a speaker visit, he provides the speaker with a brief summary of what the learners will have covered prior and what they might be addressing after the presentation. He also shares relevant class profile information, including literacy and language proficiency, as well as related student questions, but without revealing confidential information. By preparing the speaker, Eli creates an environment in which students can more effectively practice **communication** and **adaptability and willingness to learn**.
4. **Establish boundaries.** On the day that Eli introduces credit counselor Naomi Chapman to the class, he explains that Ms. Chapman will be addressing aspects of debt management and discussing case studies representing the common types of credit counseling she handles. He reminds the class that this will not be an appropriate time to seek personal advice on personal matters. He distributes index cards for writing questions the learners might have, explaining that he will collect the cards near the end of class to present questions to the speaker. During the Q&A segment, Eli selects two to three questions for Naomi to answer. As Naomi wraps up her presentation, she shares five local and online resources for learners to access should they need personal assistance or to pass along to others.

On the day that Naomi spoke to the class, a student, Amy, approached Eli after class to ask for his guidance. She shared that she was stressed from dealing with debt collectors and confided that she was considering filing for bankruptcy. Amy asked Eli for his guidance on the process. Eli knew that Amy was struggling to get back on her feet after dealing with expensive medical services. Although he was familiar with the bankruptcy process, having a family member who had gone through this process a few years ago, he stopped short of agreeing to help Amy with her bankruptcy decision. Rather, he pulled up a copy of the credit counseling resource list provided by Naomi. He took a few minutes to guide Amy to select a free counseling service and suggested that she schedule an appointment to meet with a counselor. This part of the lesson supports meeting the learners where they are and promotes **communication** and **interpersonal skills**.



Reflection Questions

1. Which of the Skills That Matter do you think this teacher's approach is likely to foster, and how? Remember that these skills include:
 - Critical thinking
 - Communication
 - Processing and analyzing information
 - Self-awareness
 - Problem solving
 - Navigating systems
 - Adaptability and willingness to learn
 - Respecting difference and diversity
 - Interpersonal skills
2. What do you think makes this teacher's class successful?
3. What factors or characteristics helped the teacher bring relevance to the learners?
4. What inspires you and surprises you about this case study? How could you apply some of these best practices in your own context? What benefits would result? What might be some obstacles you will need to consider?



Financial Literacy: Introduction to Purchasing a Car Lesson Plan



NRS Level(s): Low to High Adult Secondary Education

Lesson Title: Introduction to Purchasing a Car		Approximate Length of Lesson: 1 hour and 45 minutes	
<p>Instructional Objective <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>By the end of this lesson, the students will be able to</p> <ul style="list-style-type: none"> • Discuss car purchasing and ownership, specifically the financial implications. • Practice calculating down payments (percentages) for car purchases. 		<p>Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson) for learners' exit tickets, learning logs, or reflection:</i></p> <ul style="list-style-type: none"> • I can talk about what I already know about buying and owning a car and what I'd like to know more about. • I can calculate down payment amounts for a new car purchase. 	
ELA/Mathematics/ELP Standard(s) Addressed:	<p>ELA/Mathematics/ELP:</p> <p>CCR Level D:</p> <p>SL1: Collaborative discussions, follow rules of discussion, propel conversation, respond thoughtfully.</p> <p>Math, Ratios and Proportional Relationships, Level D: Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent.</p> <p>Math, The Number System, Level D: Use proportional relationships to solve multistep ratio and percent problems.</p> <p>MP 1: Make sense of problems and persevere in solving them.</p> <p>MP 2: Reason abstractly and quantitatively.</p> <p>MP 4: Model with mathematics.</p>		
	Central Skills Taught:	<input type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Problem-Solving <input type="checkbox"/> Processing and Analyzing Information

	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input checked="" type="checkbox"/> Navigating Systems	<input checked="" type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness	
Language Demands: <i>(Include academic language, language skills, etc.)</i>	Vocabulary specific to car finances <i>negotiate, down payment, interest, trade-in</i> Language useful for politely disagreeing, extending a conversation, and turn-taking: <ul style="list-style-type: none"> • That's a good point, but have you thought about ... • Interesting! • That was not my experience; let me tell you ... • What else do you remember about that? • We haven't heard from _____ yet; let's give her a chance to contribute. • Hmm, what makes you say that? • Huh, where did you find that information? • Have you considered ...? 		
Assessing Mastery of the Objective(s) and Central Skills: <i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i>	Proof of Learning: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product <input checked="" type="checkbox"/> Via individual product <input type="checkbox"/> Other _____ 	Proof of Learning Tools: <ul style="list-style-type: none"> <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Other <u>Writing, individual work on percentages</u> 	Ongoing Formative Assessment <ul style="list-style-type: none"> <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input type="checkbox"/> Peer-to-peer quizzing <input type="checkbox"/> Exit/admit tickets <input checked="" type="checkbox"/> KWL charts <input type="checkbox"/> Other _____



<p>Adaptations and/or Accommodations:</p> <p><i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i></p>	<p>For lower-level learners:</p> <ul style="list-style-type: none"> • Break this lesson into two or three lessons, each addressing one of the objectives above (e.g. discuss car ownership and purchase, calculate down payments on a car purchase). • Teach and practice the essential vocabulary for the lessons, such as <i>used, new, places to buy a car, down payment, calculate, percentage, etc.</i> • Supply links and targeted questions for learners during the research portion of the lesson to limit quantity and level of readings and to focus attention on key information. • Read the math activity instructions aloud and model the math work together before having the students work independently • Teach learners to use the calculators on their smartphones to check calculations. • Allow for adequate think time and “turn and talk” time before asking volunteers to share with the group. • Tap into the opening KWL exercise to uncover level of knowledge and confidence about purchasing a car. <p>For higher-level learners:</p> <ul style="list-style-type: none"> • Read the math activity instructions aloud and model the math work together before having the students work independently • Teach learners to use the calculators on their smartphones to check calculations. 		
<p>Introduction:</p> <p>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners’ needs and goals.</p> <p>Timing: 15 minutes</p>	<p>Show a few photos (flip through on screen, if available) of car dealerships or car purchasing. Make sure the photos vary in context (new and luxurious, used and respectable, used and dingy, a simple “for sale” sign on a personal car in a yard, an online car marketplace site, etc.).</p> <p>Ask students what they see in these photos. Write down the contexts on the board for purchasing vehicles as they name them (dealership, used car lot, private party, auction, online [e.g., CarsDirect.com]).</p> <p>Once they have briefly shared general observations on these purchasing contexts, initiate and facilitate a discussion (first in small groups of 3–4, then as a large group) about the various options available when buying a new or used car. Invite learners</p>	<p>CENTRAL SKILLS</p> <ul style="list-style-type: none"> • Communication • Interpersonal Skills • Navigating Systems • Respecting Differences and Diversity • Self-Awareness 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Note paper or a prepared KWL chart • Down Payment Math Activity handout (Appendix B) • Screen, board, devices, internet • Calculators (on phone is fine)



to share what they like or do not like about each option, whether for monetary or nonmonetary reasons.

Provide the sentence frames below on a screen or sheet for students to use as they talk with peers.

First, allow the room to be quiet and let students think on their own for a couple of minutes to prepare their thoughts.

- The best way to buy a car is _____.
- You shouldn't buy a car at _____ because _____.
- The great thing about buying a used car is _____ but a potential problem could be _____.
- When it comes to buying a car, I wish I knew more about _____.
- One thing I know for sure about buying a car is _____.

After they have had a couple of minutes to think quietly and before the discussion begins, refer students to phrases generated and practiced in previous classes around politely disagreeing, extending a conversation, and turn-taking. Elicit or remind them of these helpful phrases: That's a good point, but have you thought about ...? Interesting! That was not my experience; let me tell you What else do you remember about that? We haven't heard from _____ yet; let's give her a chance to contribute. Hmm, what makes you say that? Have you considered ...?

Assign one person in the group to be the monitor (to make sure everyone contributes and to move through the sentence prompts when needed), and assign another to be the timekeeper. Allow group discussion to continue for several minutes, as long as it is productive, and circulate to identify who is fairly new to the topic and who has a lot of knowledge about car buying and owning.



	<p>Bring the whole group back together, and ask volunteers to share in one or two words how they feel about past car-buying experiences.</p> <p>(Optional: Ask for volunteers with particularly colorful stories to share a bit more about their car-buying experiences. These stories might be referenced later as relevant examples.)</p> <p>Point out that regardless of where they look for a car to buy, investigating car costs in advance can help narrow down purchase options and reduce the risk of surprise (or buyer's remorse) when negotiating the purchase price. That's what the students will be working on in the next few classes in the unit on car purchasing and owning. This lesson focuses on just one aspect of car buying: calculating a down payment.</p> <p>Now that they have shared orally with their classmates what they know, assume, and would like to know about car buying, allow a few minutes for the students to independently complete a KWL exercise (the first two columns; the "learn" one comes later) in which they write what they know about car buying and in particular what they want to know about the financial aspects of buying and owning a car.</p> <p>Throughout lesson, build on what students already know to address what they want to learn.</p> <table border="1" data-bbox="617 1045 1354 1284"> <thead> <tr> <th data-bbox="617 1045 863 1182">What I already know about buying a car</th> <th data-bbox="867 1045 1108 1182">What I'd like to know about buying a car</th> <th data-bbox="1113 1045 1354 1182">What I've learned about car purchasing</th> </tr> </thead> <tbody> <tr> <td data-bbox="617 1183 863 1284"></td> <td data-bbox="867 1183 1108 1284"></td> <td data-bbox="1113 1183 1354 1284"></td> </tr> </tbody> </table>	What I already know about buying a car	What I'd like to know about buying a car	What I've learned about car purchasing					
What I already know about buying a car	What I'd like to know about buying a car	What I've learned about car purchasing							
<p>Explanation and Modeling:</p> <p><i>What type of direct instruction do learners need? Are there</i></p>	<p>Direct learners to hold on to their KWL charts, as they will add to the final column later in the lesson or unit.</p>	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Laptop for every small group 						



<p><i>ways for learners to access the new content independently? What types of models will you provide and when?</i></p> <p>Timing: 20 minutes</p>	<p>Tell students that you will focus next on the financial side of buying a car. Ask, “What should we keep in mind when purchasing? Are there any terms we need to know?” (Call on those who have purchased a car before to share their insights briefly). Elicit terms: <i>down payment range, loan limits, cash, trade-in value, taxes, fees</i>. Teach these words as needed, particularly <i>down payment range</i> and <i>loan limits</i>.</p> <p>Car-Buying Guidelines</p> <p>Ask students what they think are some guidelines for car buying—not guidelines regarding the car itself but guidelines for PAYING for a car. Ask them to find information about down payment range and loan limits. (Teach these terms if they are unfamiliar.) Give teams of 2 or 3 people 10 minutes to search online on their own or a school device (provide 1 or 2 credible websites if a group appears to be struggling) to see what they can find about guidelines or rules of thumb related to purchasing a car.</p> <p>Bring the group together for the teams to share what they discovered.</p> <p>Reasonable responses to this internet search:</p> <ul style="list-style-type: none"> • The car down payment range is 10% to 20%. • The monthly loan payment should be less than 15% of monthly take-home pay. • The car purchase price should be 10% to 15% of annual gross income or less. <p>Tell students that the class will now work on figuring out down payments and practice doing the math.</p>	<ul style="list-style-type: none"> • Navigating Systems • Problem Solving 	<ul style="list-style-type: none"> • Internet access
<p>Guided Practice:</p> <p><i>Which tasks and learning activities will you use to engage learners with the content and skills? How will</i></p>	<p>Acknowledge that cars are expensive. Questions to ask when buying a car include these: “How can we pay for it?” “How much do we need up front as a down payment if we need a loan?” “Can we trade in our old car?”</p>	<ul style="list-style-type: none"> • Communication • Navigating Systems 	<ul style="list-style-type: none"> • Laptop for every small group • Internet access



you structure the tasks or other learning activities to support learners' success?

Timing: 20 minutes

Also acknowledge that buying a car by paying all cash or by borrowing money is an individual choice. When borrowing, an individual has new choices, such as where to borrow from (e.g., dealership, bank or credit union, another person), how much to borrow, and for how long to borrow.

Tell students that you will start with a basic down payment calculation, then add in trade-in value, and finally do an example with an online calculator.

Work through one example on the board or screen for each type of calculation the students will be doing when they work on the handout:

With 20% down payment: Calculate 20% down payment amounts.

Sample: \$30,000 car price x .2 (20%) = \$6,000 down payment

Ask if any students remember the percentages they paid in the past.

Ask if any students have lessons learned to share about down payments.

Refer to Teaching Tip #1 (Appendix A) for more background information on the concept of “down payment” that can be shared with students.

With trade-in: Calculate 20% down payment amounts, then subtract trade-in value to determine the amount of cash needed at the time of sale.

Sample: \$30,000 car price x .2 (20%) = \$6,000 down payment.
\$6,000 – \$2,000 trade-in = \$4,000, which is the amount of cash needed to complete the sale.

Ask if any students have experiences to share about trade-ins.

- Projector or board
- Teaching Tips (Appendix A)



	<p>Refer to Teaching Tip #2 (Appendix A) for more background information on trade-ins that can be shared with the students.</p> <p>Loan amount and monthly payment: Use an online calculator to determine loan amounts and payments.</p> <p>Calculators: www.kbb.com (research tools), www.BankRate.com (loans)</p> <p>Sample: \$30,000 loan x .04 (4%) x 5 years (60 months) = \$552 payment. \$33,150 total paid over 5 years - \$30,000 borrowed principal = \$3,150 interest.</p>		
<p>Application/Extended Practice:</p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p>Timing: 30 minutes</p>	<p>Distribute the Down Payment Math handout (Appendix B). Guide individuals or pairs to work through each batch of math problems. Students can work independently or with a partner; guide them as makes sense given their comfort with the math.</p> <ul style="list-style-type: none"> • Read the instructions for each group, and define any unfamiliar terms. • Allow time for students to calculate and compare answers with a partner. • Have them share results. Use the Down Payment Math Activity – Answer Key handout (Appendix C). Note that answers are rounded to the closest whole dollar for the “Loan Amount and Monthly Payment” activity. • Have the students consider which is the better loan deal independently or with a partner and be prepared to share their answers. <p>Ask: Given the same borrowed amount and interest rate, which do you think is better, having a longer loan with lower monthly payments or a shorter loan with higher payments? What factors impacted your response? (Sample responses: The longer loan will</p>	<ul style="list-style-type: none"> • Communication • Critical Thinking • Navigating Systems • Problem Solving 	<ul style="list-style-type: none"> • Down Payment Math Activity handout (Appendix B) • Down Payment Math Activity – Answer Key handout (Appendix C)



	<p>incur more interest costs. But lower monthly payments might be a preference for someone on a very tight budget.)</p> <p>Ask: How significant is the amount of interest paid over the 4 or 5 years?</p> <p>Refer to Teaching Tip #3 (Appendix A) for more background information on the concept of “interest rates” that can be shared with students.</p>		
<p>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</p> <p>Timing: 20 minutes</p>	<p>Since students have been seated awhile, have them stand up and move around the room in an informal two-question mingle:</p> <ol style="list-style-type: none"> 1. What’s your personal experience with down payments and interest rates? 2. If you had a LOT of money and needed no loan, what kind of car would you like to buy? <p>To close the lesson, have students revisit their KWL charts and complete the third column. What did they learn about purchasing a car today?</p> <p>If time allows, have a few students share a word or two about what they are taking away from today’s class.</p> <p>Mention the following site for those curious about how much their current car is worth for trade-in: www.kbb.com. Students who use the site should tell the class what their cars are worth tomorrow!</p> <p>Preview upcoming lessons on ongoing costs of car ownership, making decisions about a new car, and negotiating prices with sellers.</p>	<ul style="list-style-type: none"> • Communication • Interpersonal Skills • Respecting Differences and Diversity 	



Appendix A: Teaching Tips

Teaching Tip #1

It can benefit a buyer to know in advance the amount available for a down payment but not to reveal intentions regarding a down payment until a selling price has been agreed to. The down payment amount will vary based on several factors, including how much the borrower has on hand and the amount the buyer can afford to borrow and repay in a reasonable time. Because new cars lose significant value the first year of ownership (the estimated decline is near 20%), it seems prudent to down pay close to 20% to avoid owing more than the vehicle will be worth. If a car is wrecked or stolen during the first year, insurance payout for the value of the car might be less than the loan amount that will need to be paid.

Teaching Tip #2

Some people might consider having a car with a trade-in value similar to having money in the bank. Although car guides (such as *Kelley Blue Book*) factor type, age, mileage, condition, and demand when estimating a car's value, the actual value is what both parties (seller and buyer) agree to for the transaction.

When shopping for (or selling) a car, knowing the value of one's car gives leverage when negotiating a final price. Encourage learners to go online to www.kbb.com to estimate the value of a used car (from the case studies or their own auto). Rather than trade in an older car at the dealership, a consumer might receive a better price by selling the vehicle privately and then applying the cash received toward a down payment.

Teaching Tip #3

Consumers need to read the fine print in ads because actual interest rates will vary due to factors such as length of loan and the buyer's credit record. Consumers with good credit records might be offered lower interest rates. Investigating interest rate options available from more than one source provides reference when negotiating purchase terms with a seller. If it would be a better deal, a buyer might choose to get an auto loan from a source other than the dealership where the car is purchased. When deciding on length of the loan, think ahead to the value of the vehicle. Three to 5 years makes sense for a car loan rather than 8 years, for with an 8-year loan the car value could be less than the loan payments made in a year.

The simple interest rate formula does not apply to auto loans when calculating interest. These types of loans are amortized over time, meaning that as the principal amount of a loan decreases due to payments, the amount of interest also decreases with each payment. The total loan repayment amount is typically averaged into equal monthly payments.

Teaching Tip #4

Preparing before meeting with a salesperson includes anticipating costs, knowing what is affordable, and establishing criteria for vehicle type and car condition quality. Having clarity about personal preferences and criteria for a satisfactory outcome can give the consumer confidence to advocate for his or her own best interests and reduce the risk of buyer's remorse. A salesperson can be expected to be more concerned about closing a sale than about getting the consumer in the right car at an affordable price. Buyers may need to give themselves permission to say "no" and walk away rather than compromise, especially on their most important criteria, such as financial limits or product quality expectations.



Appendix B. Down Payment Math Activity

20% Down Payment

For each car purchase below, what amount of cash is needed for a 20% down payment?

	#1	#2	#3
Car price	\$18,000	\$23,450	\$37,000
20% down payment	<input type="text"/>	<input type="text"/>	<input type="text"/>

With Trade-in

The trade-in value for an old car will be used as some or all of the down payment to buy a new car. After subtracting the trade-in value, how much cash will need to be paid (if any) to total a 20 percent total down payment?

	#4	#5	#6
Car price	\$18,000	\$23,450	\$37,000
20% down payment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Trade-in Value	\$1,000	\$4,000	\$8,500
Additional cash needed for 20% down payment after trade-in value is subtracted	<input type="text"/>	<input type="text"/>	<input type="text"/>



Loan Amount and Monthly Payment

Use an online auto loan calculator to find the total loan amount and the monthly payment for each scenario.

	#7	#8	#9
Loan amount	\$19,000	\$19,000	\$19,000
Interest rate	3.75%	5%	5%
Number of years/months	4 years (____ months)	4 years (____ months)	5 years (____ months)
Monthly payment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total loan amount	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total interest amount	<input type="text"/>	<input type="text"/>	<input type="text"/>



Appendix C. Down Payment Math Activity – Answer Key

20% Down Payment

For each car purchase below, what amount of cash is needed for a 20% down payment?

	#1	#2	#3
Car price	\$18,000	\$23,450	\$37,000
20% down payment	\$3,600	\$4,690	\$7,400

With Trade-In

The trade-in value for an old car will be used as some or all of the down payment to buy a new car. After subtracting the trade-in value, how much cash will need to be paid (if any) to complete a 20% down payment?

	#4	#5	#6
Car price	\$18,000	\$23,450	\$37,000
20% down payment	\$3,600	\$4,690	\$7,400
Minus Trade-in Value	-\$1,000	-\$4,000	-\$8,500
Additional cash needed for 20% down payment after trade-in value is subtracted	\$2,600	\$690	\$0 (trade-in exceeds 20% down payment)



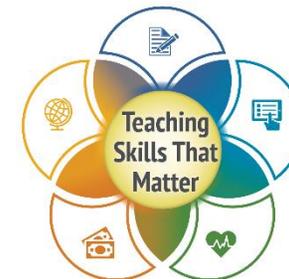
Loan Amount and Monthly Payment

Use an online auto loan calculator to find the total loan amount and the monthly payment for each scenario.

	#7	#8	#9
Loan amount	\$19,000	\$19,000	\$19,000
Interest rate	3.75%	5%	5%
Number of years/months	4 years (<u>48</u> months)	4 years (<u>48</u> months)	5 years (<u>60</u> months)
Monthly payment	\$427	\$438	\$359
Total loan amount	\$20,490	\$21,003	\$21,513
Total interest amount	\$1,490	\$2,003	\$2,513



Financial Literacy: Money Management Lesson Plan



NRS Level(s): Low to High Adult Secondary Education

Lesson Title: Money Management		Approximate Length of Lesson: 1 hour and 55 minutes	
<p>Instructional Objective <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>By the end of this lesson, the students will be able to</p> <ul style="list-style-type: none"> • Identify one or more of their financial aspirations. • Analyze and evaluate their financial situation (e.g., compare actual cash inflows with actual cash outflows). • Create a spending plan (budget). • Note that this lesson initiates or expands students' understanding of two money management tools: a cash flow statement and a budget or spending plan. In order for students to meaningfully apply the lesson content, they will need access to their financial information. You can help them get access by giving them a checklist and having them bring in the necessary materials or you can make the application task a homework assignment with a reasonable timeframe and high accountability. 		<p>Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson) for learners' exit tickets, learning logs, or reflection:</i></p> <ul style="list-style-type: none"> • I can identify my financial aspirations. • I can analyze my financial situation using a cash flow statement. • I can create a budget that addresses my financial obligations and aspirations. 	
<p>ELA/Mathematics/ELP Standard(s) Addressed:</p>		<p>ELA/Mathematics/ELP:</p> <p>CCR Level E:</p> <p>R2: Summarize complex information by paraphrasing.</p> <p>R3: Follow precisely a complex multistep procedure.</p> <p>SL1: Collaborate, follow rules of discussion, propel conversation, and respond thoughtfully.</p>	

	<p>SL4: Present information clearly and concisely.</p> <p>L4: Verify the meaning of unknown or multiple-meaning words.</p>		
Central Skills Taught:	<input checked="" type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input checked="" type="checkbox"/> Navigating Systems	<input checked="" type="checkbox"/> Problem-Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input checked="" type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness	
Language Demands: <i>(Include academic language, language skills, etc.)</i>	<p>The students will use high-frequency terms such as <i>budget, cash, expense, fixed income,* spend, and variable*</i> as well as technical (financial) terms such as <i>inflow</i> and <i>outflow</i> throughout the lesson. The expectation is that the students will use professional language (i.e., academic discourse) to discuss the information in the sample financial documents.</p> <p>Mathematical language is used throughout the cash flow and budgeting practice tasks (e.g., add/sum, subtract/difference, etc.).</p> <p>* Academic vocabulary.</p>		
Assessing Mastery of the Objective(s) and Central Skills: <i>(Indicate when and how assessment—formative and/or summative—will occur during the lesson.)</i>	<p>Proof of Learning:</p> <input type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input checked="" type="checkbox"/> Via team self-assessment <input checked="" type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product <input type="checkbox"/> Via individual product <input checked="" type="checkbox"/> Other <u>Peer review (role-play exercise)</u>	<p>Proof of Learning Tools:</p> <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Other <u>Completed tasks (cash flow statement, budget)</u>	<p>Ongoing Formative Assessment</p> <input checked="" type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input type="checkbox"/> Peer-to-peer quizzing <input checked="" type="checkbox"/> Exit/admit tickets <input checked="" type="checkbox"/> KWL charts <input checked="" type="checkbox"/> Other <u>Responses to whole-group and small-group questions and prompts; pie charts; sample spending plans</u>



<p>Adaptations and/or Accommodations:</p> <p><i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i></p>	<ul style="list-style-type: none"> • Assess the students’ familiarity with the key math and/or high-frequency vocabulary above and have the students teach each other the terms using an activity that matches an example with the term (non-English speakers in particular may need support in this area). • Assess students’ familiarity with percentages and calculator usage and provide additional practice as needed (Kaplan GED books and math-aids.com are two possible resources) • Post or project all activity instructions and read aloud as needed. • Provide sentence stems or frames to support academic discourse as needed. • Encourage use of smartphone calculator apps and/or provide calculators for calculations during the activities. • Create mixed-ability pairs so that students can support each other. • If there are students in the class who are very familiar with budgeting basics, you can increase the challenge level of the material by having them input the information on Luis’s finances (Appendix D) into an online budgeting tool or use the budget template on a spreadsheet app. <p><i>Note.</i> This lesson may be adapted to make use of an online budget tool that allows learners to input data and run “what-if scenarios.”</p>		
<p>Introduction:</p> <p>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners’ needs and goals.</p> <p>Timing: 30 minutes</p>	<ol style="list-style-type: none"> 1. Project an image of a budget and ask the students to tell you what they see (numbers, expenses, income, budget). 2. <u>If no one identifies the image as a budget</u>, identify the image as a budget and introduce the lesson topic and objectives. Then move to the survey activity (item 5 below). 3. <u>If at least some students recognize the image as a budget</u>, quickly poll the class on these true/false statements (using True/False/Not Sure Cards, Plickers, or Kahoot) and write the results on the board (e.g., 15 T, 10 F). <ul style="list-style-type: none"> • I’ve made a budget in the past. • I currently have a budget. • I have to make or use a budget for work. • Making budgets is fun. 	<p>CENTRAL SKILLS</p> <ul style="list-style-type: none"> • Communication • Interpersonal Skills • Processing and Analyzing Information • Respecting Differences and Diversity • Self-Awareness 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Image of budget (could be taken from the lesson materials or a screenshot of an enlarged spreadsheet budget) • KWL chart on the board or on a tear sheet • One-question survey question



Based on the data from the poll, ask the students to draw conclusions about the class’s overall experience with—and feeling about—making budgets.

4. Draw a KWL chart on the board (or use a tear sheet) and distribute sticky notes. Have pairs take 2 minutes to write one thing they know or want to know about budgets on the sticky notes, then post the notes on the white board chart. Scan and summarize the notes and let the students know that the lesson will help them expand what they know and answer their questions. (Take note of the questions so that you can reference them during the lesson.)

Learning objective 1: Identify financial aspirations

5. Tell the students they will do a little research to determine the financial aspirations (goals) of their classmates and think about ways to budget for those expenses.

Each team will have a different question they will use to survey their classmates (each team member has a copy of the team’s question). For example:

Are you planning to buy a car in the near future?	Yes	No	Not Sure
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- a. Team members number off, and all the 1’s go to one section of the room, the 2’s go to another, etc. In these areas, the students survey their classmates and record the answers (3–5 minutes).
- b. When time is called, team members return to their seats, total their data, and create a labeled pie chart that represents their data.
- c. Post the pie charts and have the class make observations about the data they have collected. For example: “According to the data, no one is hoping to buy a home, but half of us are planning on moving to a larger apartment.”

strips (Appendix A)

- Paper for pie charts
- Analyzing Cash Flow handout (Appendix B)



	<p>Provide sentence stems to support academic language:</p> <ul style="list-style-type: none"> • It's fairly obvious that ... • According to the data, most of us ... <p>Encourage comparisons and the use of percentages in the statements: "Fifteen of us, or 75%, are hoping to buy a car soon."</p> <p>Acknowledge the students' financial aspirations as a first step in getting them to think about how to manage their money. Transition to learning about another person's aspirations (Tanya) and her steps toward her goals.</p>		
<p>Explanation and Modeling 1:</p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?</i></p> <p>Timing: 15 minutes</p>	<p>Learning objective 2: Analyze and evaluate finances (compare actual cash inflows with actual cash outflows)</p> <p>Use the narrative section of the Analyzing Cash Flow handout (Appendix B) to help students get a picture of Tanya's financial aspirations and responsibilities. Use the text to verify their comprehension of the key terms by having them restate the key terms in their own words or with examples.</p>	<ul style="list-style-type: none"> • Interpersonal Skills • Navigating Systems • Processing and Analyzing Information 	<ul style="list-style-type: none"> • Analyzing Cash Flow handout (Appendix B)
<p>Guided Practice 1:</p> <p><i>Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?</i></p> <p>Timing: 30 minutes</p>	<p>Have students use page 2 of the Analyzing Cash Flow handout (Appendix B) for cash flow practice. Allow 5 minutes for them to read Tanya's Cash Flow Statement and do the calculation on their smartphone calculators or a calculator.</p> <p>Give pairs or teams 10 minutes to respond to the reflection questions:</p> <ul style="list-style-type: none"> • What conclusions can you draw from Tanya's cash flow statement? • What advice, if any, do you have for Tanya? 	<ul style="list-style-type: none"> • Communication • Interpersonal Skills • Processing and Analyzing Information 	<ul style="list-style-type: none"> • Analyzing Cash Flow (Appendix B) • Smartphone calculator app and/or calculators <p>Answers: Inflow: \$1,933</p>



	<p>First, have pairs or teams report out their conclusions and prompt further discussion by asking the students what they learned about Tanya (based on her expenses) and what her financial aspirations are (nursing school, buying a car).</p> <p>Next, have pairs or teams report out their advice for Tanya and record their ideas, then ask the class to categorize the advice by the following types of adjustments:</p> <ul style="list-style-type: none"> • Delay or reduce spending (for flexible types of costs, such as entertainment) • Increase income to increase cash flow • Adjust payroll deductions if practical to increase take-home pay • Save as a type of “pay yourself first expense” if cash in exceeds cash out (i.e., inflow exceeds outflow) <p>Point to these categories as ways of making adjustments so that a person’s cash inflow and outflow match.</p>		<p>Outflow/Expenses: \$1,889.</p>
<p>Explanation and Modeling 2:</p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?</i></p> <p>Timing: 10 minutes</p>	<p>Learning objective 3: Create a budget (spending plan)</p> <p>Point out the value of intentionally planning future spending in order to meet essential financial obligations and be sure that cash coming in and going out balance. Remind the students of the financial aspirations they identified in the earlier survey and connect those aspirations with budgeting (or planning how to spend and save money).</p> <p>Use the Analyzing a Budget handout (Appendix C) to introduce or reintroduce the students to the elements of a budget and guide them through the process of creating one by reading through the budget, totaling the A and B amounts and discussing the questions on the handout. Stress that sorting expenses into sub-categories (personal care, household items, etc.) is not as</p>	<ul style="list-style-type: none"> • Critical Thinking • Navigating Systems • Processing and Analyzing Information 	<ul style="list-style-type: none"> • Analyzing a Budget handout (Appendix C) • Total Income and Receipts • Total Expenses and Savings



	<p>important as understanding into which larger category fall (fixed, variable, occasional).</p> <p>Be sure to confirm the students' understanding of occasional expenses and demonstrate (or elicit) how annual and biannual expenses such as car or health insurance premiums can be divided up over the course of a year.</p>		
<p>Guided Practice 2:</p> <p><i>Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?</i></p> <p>Timing: 25 minutes</p>	<p>Practice task 2: The students confirm their understanding of budgets by working as a team to create a budget for an imaginary individual (Luis Navarro) based on a narrative about his lifestyle, expenses, income, and savings.</p> <p>Using the Team Task: Budgeting Practice handout (Appendix D), direct teams to (1) individually read about Luis's finances and highlight the expenses, income, and savings information in the text and (2) collaborate to complete a budget for Luis with the aim of balancing the A and B amounts.</p> <p>Remind the students that they may have to</p> <ul style="list-style-type: none"> • divide a larger amount to get the monthly amount, • estimate an amount based on their experience, or • reduce or increase nonessential costs or savings to balance the A and B totals. <p>Set a 15-minute time limit.</p> <p>Call time and have the teams compare their budgets and discuss the similarities and differences.</p> <ul style="list-style-type: none"> • I notice that we listed X under ... • It appears that we identified ... <p>The students should also reflect on what was easy and what was challenging in the task.</p>	<ul style="list-style-type: none"> • Communication • Critical Thinking • Interpersonal Skills • Problem Solving • Processing and Analyzing Information • Respecting Differences and Diversity 	<ul style="list-style-type: none"> • Team Task: Budgeting Practice (Appendix D)



<p>Application/Extended Practice:</p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p>Timing: independent work on own time or 1 hour in next class, with learners bringing the information they need to class</p>	<p>Application (independent work outside of class or 1 hour of next class).</p> <p>Distribute the application task and materials:</p> <ol style="list-style-type: none"> 1. Personal Cash Flow Statement and Budget handout (Appendix E) <ul style="list-style-type: none"> • Each student should use actual historical data for the past month to complete the personal cash flow statement. • Each budget should reflect the student’s personal values, aspirations, and circumstances. 2. Rubric for Creating a Cash Flow Statement and Budget (Appendix F) <p>Assure the students that they can use mock data for their assignment, but emphasize that all calculations must be accurate.</p> <p>Project the Rubric for Creating a Cash Flow Statement and Budget (Appendix F) to show the students the criteria for the assignment. Explain that when they turn in their assignment, you will use the rubric to assess their work and provide additional feedback on areas where they excelled (commendations) and areas where they can improve (recommendations).</p>	<ul style="list-style-type: none"> • Adaptability and Willingness to Learn • Critical Thinking • Processing and Analyzing Information • Self-Awareness 	<ul style="list-style-type: none"> • Personal Cash Flow Statement and Budget handout (Appendix E) • Rubric for Creating a Cash Flow Statement and Budget (Appendix F) • Projector
<p>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</p> <p>Timing: 5 minutes</p>	<p>Go back to the KWL chart from the beginning of the lesson and see what questions remain. Ask the students to call out items for the “L” column as you record them. Invite the students to put new sticky notes up in the question and learned columns as they leave (for you to review after class.)</p> <p>Acknowledge the students’ work and remind the students of the homework due date (or the need to bring their own information to the next class).</p>	<ul style="list-style-type: none"> • Processing and Analyzing Information • Self-Awareness 	<ul style="list-style-type: none"> • KWL chart • Sticky notes



Appendix A. One-Question Survey

Make enough copies of this sheet so that each team gets multiple copies of one question (one copy for each team member). For example, in a class with five teams of five members each, you would make five copies of the handout so that Team 1 would get five copies of question one, one copy per team member.

1. Are you hoping to buy a car in the near future?	YES	NO	Not Sure
2. Do you plan to pay college tuition for a child in the future?	YES	NO	Not Sure
3. Do you hope to attend college or training classes in the near future?	YES	NO	Not Sure
4. Are you planning to purchase a large kitchen appliance in the near future?	YES	NO	Not Sure
5. Are you hoping to purchase a computer, laptop, or tablet in the near future?	YES	NO	Not Sure
6. Are you hoping to move to a larger apartment in the next 5 years?	YES	NO	Not Sure
7. Are you hoping to purchase a home in the next 10 years?	YES	NO	Not Sure
8. Will you have a major expense such as car repair, dental work, or travel in the near future?	YES	NO	Not Sure



Appendix B. Analyzing Cash Flow

Tanya's Finances

After she gets her GED, Tanya is hoping to apply to a 2-year nursing program that will cost approximately \$13,000 a year in tuition, textbooks, and supplies. She is planning to apply for financial aid and scholarships to help reduce the cost. In fact, Tanya has already worked on cutting costs. She saves on her rent and utilities because she has a roommate. Her mother helps reduce childcare costs by taking Tanya's daughter three times a week.

Tanya is concerned about her current financial obligations. She wants to be able to pay her bills and go to school. So, before she continues planning for the future, Tanya wants to get a better idea of her current financial situation. It's time for a cash flow statement.

To create her statement, Tanya identifies the money she earned last month as a home health care aide (her income) as well as money that came in from other sources. Her paycheck and other sources of cash are all part of her cash inflow. Tanya also records her expenses for the last month. Expenses are also known as cash outflow. Some of those expenses are fixed, such as her rent and her utilities. Fixed expenses do not change from month to month. Other expenses are variable. For example, if her daughter needs over-the-counter or prescription medication one month, then Tanya's medical expenses would increase for that month. For the months where she and her daughter are healthy, Tanya's medical expenses would be lower.

When she compares the cash coming in with the cash going out each month, she gets a clear picture of her finances.

Answer the questions with a partner. Be prepared to report your answers to the class.

1. What did you learn about Tanya from this narrative?
2. Based on the text how would you define the following terms:
 - cash inflow
 - cash outflow
 - financial obligation
 - fixed expense
 - variable expense



Cash Flow Practice

1. Did Tanya have more cash flowing in or out last month? Find the answer:
 - a. Total the cash inflows (A) and outflows (B) on Tanya's statement below.
 - b. Calculate the difference between inflows and outflows (C).

My Cash Flow Statement for Tanya (Last Month)	
Month Cash Inflow	Amounts
Net pay	\$1,820
Interest income on savings	\$ 10
Garage sale receipts	\$ 78
Birthday gift card	\$ 25
Total Cash Inflow (A)	\$
Month Cash Outflow	
<i>Fixed Expenses</i>	
Housing (rent, renter's insurance)	\$605
Utilities (sewer, water, electricity, gas)	\$114
Internet	\$ 47
Cellphone	\$ 65
Auto insurance	\$134
Afterschool childcare	\$150
<i>Variable Expenses</i>	
Transportation (gas, oil change)	\$125
Groceries	\$100
Medical (vitamins)	\$ 15
Personal care (haircut and tip)	\$ 45
Dining out/entertainment (8 lunches, 2 dinners)	\$150
Household items (toiletries, lightbulbs, cleaning supplies)	\$ 60
Clothing (uniform top, sweater)	\$ 79
Savings: car fund	\$200
Total Cash Outflow (B)	\$
Difference of Inflows (A) – Outflows (B) = C	\$

2. Work with your classmate(s) to answer these questions.
 - a. What conclusions can you draw from Tanya's cash flow statement?
 - b. What advice, if any, do you have for Tanya?



Appendix C. Analyzing a Budget

Creating a Budget or Spending Plan

A budget, or spending plan, is used to plan for future spending and savings. A recent cash flow statement is a useful tool to help you create your budget. Read the sample budget below, total the figures for (A) and (B), and answer the questions on the next page.

Tanya's Budget (Future Month)	
Month Income and Receipts	Amounts
Net pay	\$1,820
Interest income on savings	\$ 10
Total Income and Receipts (A)	\$
Month Expenses and Savings	
<i>Fixed Expenses</i>	
Rent	\$605
Utilities (sewer, water, electricity, gas)	\$114
Internet	\$ 47
Cellphone	\$65
<i>Variable Expenses</i>	
Transportation (gas, oil change)	\$125
Groceries	\$170
Personal care (haircut and tip)	\$ 45
Dining out/entertainment (8 lunches, 3 dinners)	\$165
Household items (plant, lightbulbs, cleaning supplies)	\$60
Clothing	\$135
Savings: car fund	\$200
<i>Occasional Expenses</i>	
Auto insurance (paid every six months)	\$134
Renters insurance (paid once a year)	\$10
Car registration (paid once a year)	\$75
Total Expenses and Savings (B)	\$



Read the questions. Discuss your answers with your classmates.

1. What differences and similarities do you see between Tanya's budget and her cash flow statement?
2. Look at the items on the budget. How would you explain the difference between occasional expenses and variable and fixed expenses?
3. What is the relationship between the total income and receipts and the total expenses and savings?
4. Imagine Tanya's expenses exceed her income and receipts, what expenses would you advise her to adjust? (Remember, basic living expenses and financial obligations need to be covered!)



Appendix D. Team Task: Budgeting Practice

Part 1: Read about Luis Navarro's finances. Highlight information about Luis's income, expenses, and savings in the reading.

Luis's Finances

Luis Navarro is an assistant installer for a heating and air conditioning company. He brings in \$35,000 a year. He owns a 2012 Ford van that recently got a new transmission. It gets about 22 miles per gallon. His commute to work varies, but he typically drives about 15,000 miles per year. His auto insurance is \$1,500 a year.

Luis is single, but he likes to go out with friends. He typically goes out on Friday and Saturday nights. He never has more than one \$10 drink, and he usually eats dinner before he goes out. Every other week or so, he goes to a movie or out to a club, buying a \$15 ticket or paying a \$15 cover charge.

His rent is \$800 a month, but he lives with two roommates, so they split the utility bills, which total around \$200 a month. He also pays for a parking permit to keep his van on the street. That costs \$100 a year.

Luis's employer pays for his cellular service, but Luis pays \$60 a month for internet and several streaming services that run him about \$30 a month.

Luis is very lucky. His employer provides excellent health insurance. Luis only has a \$10 co-pay for most doctor visits. Because he is pre-diabetic, he gets his blood tested annually at his physical. He's healthy, but that's because he eats a lot of fresh foods and he shops at farmers markets. His grocery bill is usually pretty high. He spends about \$200 a month on his groceries.

He gets a haircut every month at a discount salon. He needs to keep his hair short for work. The cut costs \$12 but he tips \$5. He doesn't spend much on clothes, but he has to buy a new \$100 uniform for work every 6 months.

Luis is looking forward to getting a raise next year. He's saving up to get more training in installation and maintenance. He puts aside as much as he can each month toward the cost of HVAC training.



Part 2: Use the information from the reading (and your experience) to fill in lines on the budget below.

- Do the totals for A and B match? If not, adjust the budget until they do.
- Prepare to explain your adjustments to the class.

Luis Navarro Monthly Budget	
Income and Receipts	Amounts
Net pay	
Total Income and Receipts (A)	
Expenses and Savings	
<i>Fixed Expenses</i>	
Housing	
Utilities	
Internet/TV	
Cellphone	
<i>Variable Expenses</i>	
Transportation	
Groceries	
Personal care	
Dining out/entertainment	
Household items	
Clothing	
<i>Occasional Expenses</i>	
Total Expenses and Savings (B)	

Remember, it's a good idea for income to cover basic living expenses and financial obligations. If income is less than the expenses and savings total (B), you'll need to adjust the dollar amounts for nonessential items and possibly the savings amount to make the income and receipts (A) match the expenses and savings (B).



Appendix E. Personal Cash Flow Statement and Budget

Name: _____ Due Date: _____

Use the form below to create your own cash flow statement using your financial information from the past month.

Cash Flow Statement for Last Month	
Month Cash Inflow	Amounts
Net pay	
Total Cash Inflow (A)	
Month Cash Outflow	
<i>Fixed Outflows</i>	
Housing	
Utilities	
Internet/TV	
Cellphone	
Auto insurance	
<i>Variable Outflows</i>	
Transportation	
Groceries	
Personal care	
Dining out/entertainment	
Household items	
Clothing	
Total Cash Outflow (B)	
Difference of Inflow (A) – Outflow (B) = C	

Reflect: What observations do you have about the difference between your cash inflow and cash outflow?



Personal Budget

Name: _____ Due Date: _____

Create your own budget using the form below, a separate piece of paper, or a budget app or software. Reference information from your cash flow statement to estimate what you expect to receive, spend, and save in the next month.

Use the rubric to help you complete the plan accurately.

Remember: If your totals don't match, start adjusting the amounts where do you have choices about how much you'll receive, spend, or save. For example, can you increase savings? Of if expenses need to be decreased, what makes sense to reduce?

Monthly Budget	
Income and Receipts	Amounts
Net pay	
Total Income and Receipts (A)	
Expenses and Savings	
<i>Fixed Expenses</i>	
Housing	
Utilities	
Internet/TV	
Cellphone	
<i>Variable Expenses</i>	
Transportation	
Groceries	
Personal care	
Dining out/entertainment	
Household items	
Clothing	
<i>Occasional Expenses</i>	
Total Expenses and Savings (B)	



Appendix F. Rubric for Creating a Cash Flow Statement and Budget

Criteria	✓	INSTRUCTOR FEEDBACK	
		Commendations	Recommendations
All items on the cash flow statement are listed in the correct category (fixed, variable, occasional).			
All calculations are accurate.			
All items on the budget are listed in the correct category.			
Any item without a monetary amount is entered as "0".			
The totals for income and expenses match.			
All budget calculations are accurate.			



Financial Literacy: Household Cash Flow Integrated and Contextualized Learning Lesson



Background: Use financial literacy context to teach or reinforce mathematic calculations (addition, subtraction, percentages) while introducing learners to the use of cash flow logs. This lesson can be used as a standalone, with a related math lesson, or when covering cash flow concepts in a personal finance unit.

NRS Level(s): Beginning or Low Intermediate Basic Education, Low to High Intermediate ESL

Lesson Title: Household Cash Flow		Approximate Length of Lesson: 60 minutes	
<p>Instructional Objective <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>Content objectives:</p> <ul style="list-style-type: none"> • Understand how a cash flow log tracks spending and saving. • Complete calculations of cash flow in various scenarios. <p>Language objective:</p> <ul style="list-style-type: none"> • Draw on the vocabulary of personal finance to talk about the calculations related to cash flow in different scenarios. 		<p>Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson) for learners' exit tickets, learning logs, or reflection:</i></p> <p>Content objectives:</p> <ul style="list-style-type: none"> • I can read a cash flow log and analyze expenses and income. • Given information about a family's income and expenses, I can complete a cash flow log. • I can make recommendations to balance a family budget. <p>Language objective:</p> <ul style="list-style-type: none"> • I can talk about personal finances and make recommendations. 	
<p>ELA/Mathematics/ELP Standard(s) Addressed:</p>		<p>Main Standards Addressed:</p> <p>CCR Levels B and C:</p> <p>R1: Read closely and identify key details. S/L1: Engage in collaborative discussions. Math, Number and Operations, Level B: Use place value understanding to perform multi-digit arithmetic. MP1: Make sense of problems and persevere in solving them. MP3: Construct viable arguments and critique the reasoning of others.</p>	

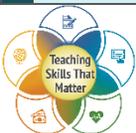
	ELPS Levels 3 and 4:		
	ELPS 7: Adapt language to audience, purpose, and task.		
Central Skills Taught:	<input checked="" type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Interpersonal Skills <input checked="" type="checkbox"/> Navigating Systems	<input checked="" type="checkbox"/> Problem-Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness	
Language Demands: <i>(Include academic language, language skills, etc.)</i>	Language of recommendations using modal verbs, such as <i>I think he should spend less on ...</i> , <i>He really must save more by ...</i> , and <i>They could use money from ...</i>		
Assessing Mastery of the Objective(s) and Central Skills: <i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i>	Proof of Learning: <input type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input type="checkbox"/> Via team product <input checked="" type="checkbox"/> Via individual product <input type="checkbox"/> Other _____	Proof of Learning Tools: <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Other <u>Cash Flow Worksheets</u>	Ongoing Formative Assessment <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input type="checkbox"/> Peer-to-peer quizzing <input type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input checked="" type="checkbox"/> Other <u>Cash Flow Worksheets</u>



<p>Adaptations and/or Accommodations:</p> <p><i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i></p>	<p>For lower-level students, use visuals and interactive word tasks to introduce and practice vocabulary related to personal finance. Students less familiar with budgeting and finance will benefit from a brief level-appropriate reading to gain practice with these concepts and vocabulary as well.</p> <p>For higher-level students, give more complex scenarios. Upon completing these tasks have students write up their ideas for their own personal finance goals in relation to the 80/20 rule, for example.</p>		
<p>Introduction:</p> <p>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals.</p> <p>Timing: 10 minutes</p>	<p>To get students ready for this activity, begin with a “Speedy Lists” activity to energize the group, activate background knowledge, and find out what they already know on the topic. Students work in pairs or trios while performing the following steps:</p> <ol style="list-style-type: none"> 1. Take out a blank sheet of paper and give these instructions: “I will say a phrase or category, and you write down all the words you can think of associated with that phrase or category as quickly as possible. Decide who is going to be the recorder right now. You have 30 seconds per word. Ready?!” (Note: In a group of lower proficiency or ESL students, allow 1–2 minutes.) 2. Read words aloud, giving the students 1 minute to generate the speedy list. Words you might read include these: ways I spend money, ways I earn money, saving money, cashflow 3. Ask for a few shout-outs from the group for each, asking follow-up questions and for definitions or examples of some of the items they listed that directly relate to today’s lesson. Note individuals who seem to be struggling to keep up with the concepts. <p>If not all the key terms or topics have emerged, introduce and review key vocabulary words required to talk about personal finance:</p>	<p>CENTRAL SKILLS</p> <ul style="list-style-type: none"> • Communication • Critical thinking • Processing and analyzing information 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Blank paper • Pencils



	<ul style="list-style-type: none"> • <i>Cash inflow</i>: money you received (e.g., paycheck, savings interest, payment for sale of item) • <i>Cash outflow</i>: money you spent, saved, invested, donated, or used to repay what was borrowed (introduce “fixed” if the word does not come up organically, as it will needed later). • <i>Net cash flow</i>: difference between total cash inflow and total cash outflow • <i>Cash flow log</i>: a record of cash inflows and cash outflows 		
	<p>Introduce the activity by explaining that a cash flow log is a tool used to track spending and saving habits for an individual or household using information from previous months. When outflows exceed inflows, a person is losing money! Cash flow information can be analyzed to identify options for changing spending and earnings in order to stop losing money or to save more. If inflows exceed outflows, we can look at how the extra money might be best spent or how it might be saved or used to pay back debts.</p> <p>Refer to the opening activity on “how we spend money” and remind students that these are our “expenses.” As needed, use photos or graphics to represent types of expenses, such as housing, transportation, utilities, etc.</p>	<ul style="list-style-type: none"> • Navigating systems • Problem solving • Processing and analyzing information 	
	<p>Hand out the cash flow scenarios (Appendices A to C). Ask students to focus on Case 1 (Appendix A), and give them a couple of minutes to read it quietly. They should mark places that are unclear. They may read with a partner if they prefer.</p> <p>As a whole group, read through the case together and clarify any language that is unclear. On a screen if possible, model for students how to complete the calculations to tally cash outflows, compare outflows to inflows, and perform calculations for “what if” scenarios.</p>	<ul style="list-style-type: none"> • Navigating systems • Problem solving • Processing and analyzing information 	<ul style="list-style-type: none"> • Cash Flow Scenarios – Case 1 (Appendix A) • Cash Flow Scenarios – Case 2 (Appendix B) • Cash Flow Scenarios –



	<p>An answer key with possible answers has been provided (Appendix D).</p> <p>Display the results for Case 1 so that the work teams can reference them as they work through Case 2 (Appendix B).</p>		<p>Case 3 (Appendix C)</p> <ul style="list-style-type: none"> • Cash Flow Scenarios – Answer Key (Appendix D)
<p>Application/Extended Practice:</p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p>Timing: 20 minutes</p>	<p>Arrange students into partner pairs or trios. Have each team work to complete calculations for Case 2 (Appendix B) in same way as was done for Case 1.</p> <p>As students are deciding what outflows to adjust, guide them to identify and circle the types of outflows that can be expected to be the same every month. Point out that these “fixed” amounts must remain the same for all three scenarios in the case study. Learners can choose to adjust any of the other types of outflows to balance the cash flow.</p> <p>Explain the 80/20 rule. Has anyone heard of it? If so, let a student talk first, then add or clarify the definition:</p> <ul style="list-style-type: none"> • 80/20 rule: A rule of thumb used as a guide to help individuals plan spending or analyze spending and saving habits. In general, using 80% of net income for living expenses and other discretionary spending leaves up to 20% of net income to be used to achieve savings goals or pay down debt. Note that this is a guideline only and will vary according to individual values, aspirations, and circumstances. Necessary financial obligations take priority over all other spending and saving. <p>As time allows, lead a whole-group discussion to help teams work through the first two questions and at least Scenario 1 of the third question for Case 3 (Appendix C). Expense adjustments will vary among the groups, as each group makes different assumptions based on information provided.</p>	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Communication • Navigating systems • Problem solving • Processing and analyzing information 	<ul style="list-style-type: none"> • Cash Flow Scenarios – Case 2 (Appendix B) • Cash Flow Scenarios – Case 3 (Appendix C) • Cash Flow Scenarios – Answer Key (Appendix D) • Websites • Web access and computer



	<p>Encourage learners to perform calculations on their own using personal information.</p> <p>Use research skills to investigate generally accepted rules of thumb for housing cost limits or transportation cost limits. Provide 1 or 2 recommended websites for learners to facilitate this task.</p>		
<p>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</p> <p>Timing: 10 minutes</p>	<p>Ask learners to share observations and assumptions about the data for each household.</p> <p>As an extension, students compare the two households' finances and discuss how these details relate to their own finances. At the close of the lesson, teacher revisits learning targets (projected or shared on paper) and students give a "fist to five" to indicate their self-assessment of their own mastery of each objective. As time allows, students share with a partner one thing they are proud of or that they plan to do differently regarding their own finances after learning about these cash flow scenarios.</p>	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Communication • Self-awareness 	



Appendix A. Cash Flow Scenarios – Case 1

Martin is single, lives in a one-bedroom apartment, and has two jobs. He has very little free time, but the time he has is spent going out to eat and playing video games with friends.

Directions

Complete the following tasks for Martin:

Scenario A: Calculate Martin's cash outflow and compare it to his cash inflow. Which is greater? How would you adjust the outflow to balance the amounts? Report your choice to the class.

Scenario B: Imagine that Martin's rent goes up by 10% after he balanced his inflow and outflow in scenario A. Calculate his outflow with this increase. What additional adjustments should he make to his cash outflow or inflow? Explain your thinking.

	Case 1: Single Person Monthly Cash Inflow \$2,030	
	Scenarios	
Monthly Cash Outflow	Now	Rent After 10% Increase
Rent and Renters' Insurance	\$750	
Utilities	\$75	
Health Care	\$65	
Transportation	\$120	
Food	\$400	
Clothing and Personal Effects	\$200	
Technology	\$220	
Entertainment	\$150	
Gifts and Charity	\$40	
Savings	\$40	
Credit Card Payments	\$70	
TOTAL Outflow		



Appendix B. Cash Flow Scenarios – Case 2

Joe’s parents have moved in with him and his wife, Suzie, and now live in their three-bedroom home. This will make it easier for Joe and Suzie to help take care of his parents as they grow older.

Directions

Complete the following tasks for Joe and Suzie:

Scenario A: Calculate Joe and Suzie’s cash outflow and compare it to their cash inflow. Which is greater? How would you adjust the outflow to balance the amounts? Report your choice to the class.

Scenario B: Imagine that Joe and Suzie’s health care costs increased by 25% after they balanced their inflow and outflow in scenario A. What additional adjustments should they make to their cash outflow or inflow? Explain your thinking.

	Case 2: Couple Living With Parents Monthly Cash Inflow \$5,865	
	Scenarios	
Monthly Cash Outflow	Now	Health Insurance After 25% Increase
Home Insurance and Property Tax	\$775	
Utilities	\$200	
Health Care	\$220	
Transportation	\$625	
Food	\$1,000	
Clothing and Personal Effects	\$300	
Technology	\$220	
Entertainment	\$200	
Gifts and Charity	\$100	
Savings	\$100	
Credit Card Payments	\$100	
Home Loan	\$1,725	
TOTAL Outflow		



Appendix C. Cash Flow Scenarios – Case 3

Directions

1. Apply the 80/20 rule to calculate a target amount for total living expenses and personal expenses based on inflow for:

Martin (Case 1): Target \$ _____

Joe and Suzie (Case 2): Target \$ _____

2. Calculate a target amount for total savings based on inflow for:

Martin (Case 1): Target \$ _____

Joe and Suzie (Case 2): \$ _____

3. Adjust the expense amounts below. Aim to match the guideline targets you identified above for Case 1 and Case 2. What do you notice?

		Apply 80/20 Rule		
Monthly Cash Outflow	Martin (Case 1)		Joe and Suzie (Case 2)	
Rent and Renter's Insurance		Savings:		Savings:
Home Insurance and Property Tax				
Utilities				
Health Care				
Transportation				
Food				
Clothing Personal Effects				
Technology				
Entertainment				
Gifts and Charity				
Savings				
Credit Card Payments				
TOTAL Outflow				



Appendix D. Cash Flow Scenarios – Answer Key

Monthly Cash Outflow	Case 1: Single Person Monthly Cash Inflow \$2,030		Case 2: Couple and Parents Monthly Cash Inflow \$5,865		Case 3: Apply 80/20 Rule		
	Scenarios		Scenarios		Scenarios		
	Now	Rent After 10% Increase	Now	Health Care After 25% Increase	Martin (Case 1)	Joe and Suzie (Case 2)	
Rent and Renter's Insurance	\$750	\$825	—	—	\$750	—	Savings: \$1,173
Home Insurance and Property Tax	—	—	\$775	\$775	—	\$775	
Utilities	\$75	\$75	\$200	\$200	\$60	\$160	
Health Care	\$65	\$65	\$220	\$275	\$65	\$275	
Transportation	\$120	\$120	\$625	\$625	\$90	\$450	
Food	\$400	\$350	\$1,000	\$1,000	\$274	\$700	
Clothing and Personal Effects	\$200	\$200	\$300	\$300	\$100	\$130	
Technology	\$220	\$205	\$220	\$220	\$140	\$180	
Entertainment	\$150	\$125	\$200	\$200	\$75	\$130	
Gifts and Charity	\$40	\$30	\$100	\$100	—	\$52	
Savings	\$40	\$40	\$100	\$200	—	—	
Credit Card Payments	\$70	\$70	\$100	\$150	\$70	\$100	
Home Loan	—	—	\$1,725	\$1,875	—	\$1,740	
TOTAL Outflow	\$2,130	\$2,105	\$5,565	\$4,965	\$2,030	\$5,865	

Case 1, Scenario A: Martin's outflow is greater by \$100. He could reduce the amount spent on things like food, clothing, technology, entertainment, and gifts by a total of \$100. (Note: Students may distribute this amount differently.)

Case 1, Scenario B: Martin's outflow increased by \$75. He could increase his inflow by finding another job or getting a raise, or he could decrease his outflow even more by reducing the amount spent on things like food, clothing, technology, entertainment, and gifts. (Note: Students may distribute this amount differently than in the table above, depending on the decisions they made in Scenario A, but the total should be the same.)

Case 2, Scenario A: Joe and Suzie's inflow is greater by \$300. They could increase the amount they put into their savings, put more toward their credit card payments, or increase the amount they use to pay off their home loan by a total of \$300. (Note: Students may distribute this amount differently.)



They may suggest spending more on food, clothing, technology, entertainment, or gifts.)

Case 2, Scenario B: Joe and Suzie's outflow increased by \$55. They could reduce the increased amount they put toward different things in Scenario A. (Note: Students may have distributed this amount differently than in the table above, depending on the decisions they made in Scenario A, but the total should be the same.)

Case 3, Question 1: Martin (Case 1): Target \$1,624

Joe and Suzie (Case 2): Target \$4,692

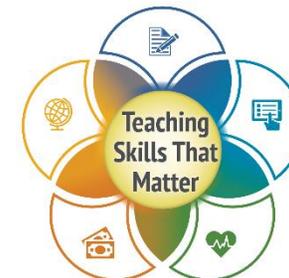
Case 3, Question 2: Martin (Case 1): Target \$406

Joe and Suzie (Case 2): Target \$1,173

Case 3, Question 3: See table above for one solution. Students may notice that using the 80/20 rule means that they need to decide which bills are nonnegotiable (Does the full rent need to be paid every month? If so, that means less money is available to go toward something else.)



Financial Literacy: Changing Jobs Problem-Based Learning Lesson



Background: Individuals will change jobs many times during their working years. Change can be stressful, especially when the change might not be an individual’s decision or when there is the potential for a temporary gap in an income source. This activity engages learners in proactively thinking about backup plans aimed at minimizing the impact of a gap in income while looking for work or enrolled in classes or training programs for skill development. Rather than leaving a job search to chance, it is important to follow an intentional process and focus on viable options. In addition, knowing where to access information about jobs and skill development can help individuals transition into new job situations that align with their preferences, circumstances, and aspirations.

This lesson can be used as a stand-alone, when addressing income and earning concepts, or within a career unit. Dedicate two hours for teams to complete the activity or schedule time for 20 to 30 minute “work meetings” during several class periods for teams to complete the activity in stages.

NRS Level(s): Low Intermediate Basic Education to High Adult Secondary Education, High Intermediate to Advanced ESL

Problem Addressed: Changing Jobs	Approximate Instruction Time: 2 hours
<p>Instructional Objective <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Identify a course of action to help them meet their financial needs following a job loss. • Access resources that support an intentional career search process. • Collaborate to analyze a problem scenario. • Research courses of action, identify pros and cons, and defend a chosen course of action. 	<p>Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson) for learners’ exit tickets, learning logs, or reflection:</i></p> <ul style="list-style-type: none"> • I can predict my financial needs if I lose or quit my job. • I can identify the steps to follow [a course of action] before I quit a job. • I can complete a pro/con chart to help me solve problems. • I can research career options that match my interests and financial needs.

<p>ELA/Mathematics/ELP Standard(s) Addressed:</p>	<p>Main Standards Addressed:</p> <p>CCR Levels C – E:</p> <p>R1: Cite specific textual evidence. W7: Conduct research projects. S/L4: Present information using supporting evidence. MP1: Make sense of problems and persevere in solving them. MP3: Construct viable arguments and critique the reasoning of others. MP4: Model with mathematics. Math, Number and Operations, Level C: Use place value understanding and properties of operations to perform multi digit arithmetic.</p> <p>ELPS Level 5:</p> <p>ELPS 1: Summarize a text. ELPS 3: Compose a written informational text. ELPS 5: Gather information from multiple print sources.</p>	
<p>Central Skills Taught:</p>	<p><input type="checkbox"/> Adaptability and Willingness to Learn</p> <p><input checked="" type="checkbox"/> Communication</p> <p><input checked="" type="checkbox"/> Critical Thinking</p> <p><input checked="" type="checkbox"/> Interpersonal Skills</p> <p><input checked="" type="checkbox"/> Navigating Systems</p>	<p><input type="checkbox"/> Problem-Solving</p> <p><input checked="" type="checkbox"/> Processing and Analyzing Information</p> <p><input type="checkbox"/> Respecting Differences and Diversity</p> <p><input checked="" type="checkbox"/> Self-Awareness</p>
<p>Language Demands: <i>(Include academic language, language skills, etc.)</i></p>	<p>Use academic language to discuss pros and cons of a solution/course of action:</p> <ul style="list-style-type: none"> • The <u>advantage</u> of ___ing X is ... • The <u>disadvantages</u> outweigh the <u>advantages</u>. • _____ could be seen as a <u>positive</u> outcome. • Whereas X is a pro, there are consequences, such as ... <p>Problem scenario text includes some complex sentence structures and figurative language such as “groomed to” or “deal-breaker criteria”</p>	



<p>Assessing Mastery of the Objective(s) and Central Skills:</p> <p><i>(Indicate when and how assessment—formative and/or summative—will occur during the lesson.)</i></p>	<p>Proof of Learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product <input type="checkbox"/> Via individual product <input type="checkbox"/> Other _____ 	<p>Proof of Learning Tools:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Other <u>Pros and Cons chart</u> 	<p>Ongoing Formative Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input type="checkbox"/> Peer-to-peer quizzing <input type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input checked="" type="checkbox"/> Other <u>Pros and Cons Chart</u>
<p>Adaptations and/or Accommodations:</p> <p><i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i></p>	<p>For learners with limited English proficiency:</p> <ul style="list-style-type: none"> • Rewrite the problem scenario to match learners’ language level and use visuals as you first <i>tell</i> the story, checking learners’ comprehension along the way. • Elicit important details of the scenario from the class and write them on the board/post them. Add Carmen’s financial data from Appendix A to the board. Use labels and numbers only (e.g., Income \$40,000/year). • Work with basic math operations to calculate how much money Carmen has available at the end of a month. • Do the knowns and unknowns tasks as a whole class to determine the best outcome. • Create a list of solutions using language that is accessible to the learners. • Model a pro/con chart with one solution. 		



<p>Build understanding of problem-based learning.</p> <p>Warm up to the topic or issue at hand.</p> <p><u>Role of the teacher:</u></p> <p>Preteach.</p> <p><i>Make sure the students understand the goals and benefits of a problem-based approach for language. If this is an English language acquisition class, emphasize the areas of English that are developed in problem-solving activities.</i></p> <p>Timing: 10 minutes</p>	<p>Begin with a personal story. “A friend of mine [or make it about one of YOUR personal experiences with job change] recently became very unhappy in her job, and she started thinking about leaving. One day she was so frustrated, she quit! She didn’t have a new job in place and didn’t even know what she wanted to do next.</p> <ul style="list-style-type: none"> • What do you think of that decision? • What are the effects of leaving a job like that?” <p>After a couple of students share initial thoughts, have students talk to a neighbor or small group about their connection to the story. Ask them to share their own experiences about adjusting to changes in job status or participating in training or school programs while working. Elicit one or two examples from the class. Ask the class to consider what was helpful (or not) in their experience.</p>	<p>CENTRAL SKILLS</p> <ul style="list-style-type: none"> • Communication • Interpersonal skills 	<p>MATERIALS</p>
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<p>Meet the problem.</p> <p><u>Role of the teacher:</u></p> <p>Introduce problem and vocabulary.</p> <p><i>Introduce the students to the problem using pictures, video, or texts. Ask the students about previous personal experiences with the problem. Introduce vocabulary related to the problem. Provide prereading/previewing exercises about the problem.</i></p> <p><i>These can be preselected problems chosen by the teacher based on learner needs; alternatively, facilitate a process of learner-chosen problems.</i></p> <p>Timing: 20 minutes</p>	<p>Present the students with a scenario in which financial problems arise because of a job change (Appendix A). A widowed mother, Carmen, anticipates losing her job and needs to make life changes to ensure she has the ability to cover her family's financial obligations. (Treat the scenario as if it occurred in the local community or county.)</p> <p>Provide prerequisite instruction or reinforce previous learning about topics to support learning:</p> <ul style="list-style-type: none"> • Estimate how many months of cash outflows are covered by savings. • Tour pertinent sections of CareerOneStop.org: Resources for Laid-Off Worker, Explore Careers, Job Search, Finding Training, and Find Local Help. <p>Use "bank teller" as an example to demonstrate how to investigate career and job descriptions, skill requirements, and related training options.</p>	<ul style="list-style-type: none"> • Communication • Critical thinking • Navigating systems • Processing and analyzing information 	
<p>Explore knowns and unknowns.</p> <p><u>Role of the teacher:</u></p> <p>Group students and provide resources.</p> <p><i>Make sure that the students understand the problem and what is expected of them. Emphasize that there is no single answer or solution and</i></p>	<p>Working in teams of 4 or 5, the students are to use what is known to assess the family's financial situation and the mother's earning potential.</p> <p>To decide on a course of action given the pending job loss, the students should consider factors mentioned in the scenario and clarify assumptions to designate criteria for an acceptable outcome before investigating viable solution options.</p> <p>Each team will present and defend to the whole group two worthy possible courses of action that the teacher records on a board or</p>	<ul style="list-style-type: none"> • Communication • Critical thinking • Navigating systems • Processing and analyzing information 	<ul style="list-style-type: none"> • Job Change (Appendix A) • Computers with internet access



<p><i>that they need to choose what appears to be the most viable solution to them and be prepared to explain why they chose that solution. Group the students according to their strengths. As with project-based learning, learners can take on different roles based on their strengths.</i></p> <p><i>Provide access to resources such as the internet, books, magazines, brochures, newspapers, television, and community experts. Make sure that the students are aware of the range of resources available and know how to use them. Encourage the students to draw on materials in their first language and materials that present different viewpoints.</i></p> <p>Timing: 30 minutes</p>	<p>screen. Those listening ask questions to clarify or flesh out the viable options.</p> <p>The full class now votes to narrow the choices down to 3 or 4 options for Carmen.</p> <p>The students then self-select an option to work on, forming new “solution teams” (teams that will determine the steps for their solution’s success).</p>		
<p>Provide language supports for the students.</p> <p><u>Role of the teacher:</u></p> <p>Provide language frames the students may need (e.g., frames for stating a problem or proposing a solution). Provide planning tools (e.g., graphic</p>	<p>The teacher should provide scaffolds for planning and supports for language:</p> <p>Problem: _____</p> <p>This is a problem because _____</p> <p>We believe that _____</p> <p>The numbers suggest that _____</p>	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • White board or flip chart • Markers



<p>organizers) for working through the problem and coming up with solutions.</p> <p>Timing: 5 minutes</p>	<p>Possible solutions include _____</p> <p>One thing Carmen could do is _____</p> <p>This would allow her to _____</p> <p>The benefit of this is _____</p>										
<p>Generate possible solutions. Consider consequences and choose the most viable solution.</p> <p><u>Role of the teacher:</u></p> <p>Observe and support.</p> <p><i>Observe the students and provide support as needed, but do not attempt to direct their efforts or control their activity in solving the problem. Observe, take notes, and provide feedback on student participation in the activity and on language used during the activity.</i></p> <p>Timing: 30 minutes</p>	<p>Students:</p> <p>Within their small groups, students focus on a specific course of action for Carmen and together do research to determine in detail what needs to happen in the next 6 months for this solution to come to fruition.</p> <p>The students in each group also create a document with additional information supporting their choice as the wisest one, along with a table of the pros and cons. (See below for an example.)</p> <table border="1" data-bbox="617 743 1350 1224"> <tr> <td colspan="2">Carmen should get another full-time bank teller job.</td> </tr> <tr> <td colspan="2">Detailed steps to take during the next 6 months:</td> </tr> <tr> <td colspan="2">What else do we need to know to be certain this would be the wisest choice?</td> </tr> <tr> <td>Pros (advantages of this choice):</td> <td>Cons (disadvantages of this choice):</td> </tr> </table> <p>The options chosen may be along these lines:</p> <ol style="list-style-type: none"> Carmen simply finds another full-time bank teller job. <ul style="list-style-type: none"> What are the detailed steps Carmen needs to complete during the next 6 months to carry out her decision? 	Carmen should get another full-time bank teller job.		Detailed steps to take during the next 6 months:		What else do we need to know to be certain this would be the wisest choice?		Pros (advantages of this choice):	Cons (disadvantages of this choice):	<ul style="list-style-type: none"> • Communication • Critical thinking • Interpersonal skills • Processing and analyzing information • Self-awareness 	<ul style="list-style-type: none"> • Paper and pencils • Computers with internet access
Carmen should get another full-time bank teller job.											
Detailed steps to take during the next 6 months:											
What else do we need to know to be certain this would be the wisest choice?											
Pros (advantages of this choice):	Cons (disadvantages of this choice):										



	<ul style="list-style-type: none"> • What would we need to know to be confident this decision was the wisest one? • What are the pros and cons of this decision? <p>2. Carmen goes back to school to become an LPN nurse.</p> <ul style="list-style-type: none"> • What are the detailed steps Carmen needs to complete during the next 6 months to carry out her decision. • What would we need to know to make this choice? • What are the pros and cons of this decision? <p>3. Carmen finds part-time work while going back to school part time to complete her nursing degree ...</p> <ul style="list-style-type: none"> • What are the detailed steps Carmen needs to complete during the next 6 months to carry out this decision. • What would we need to know to make this choice? • What are the pros and cons of the choice? <p>Teacher:</p> <p>Observe while students are discussing and researching.</p> <p>Assist as necessary with finding and understanding resources.</p> <p>Ask questions like these to prompt critical thinking and investigative tasks:</p> <ul style="list-style-type: none"> • If Carmen has no income coming in, how many months (or weeks) before her savings fund balance falls below \$500? • What types of work might involve skills that are similar to those required for a bank teller position? • What are the work conditions and trends in the local community or county? • How could Carmen pay for any training she might need for skill development? 		
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<p>Follow up and assess progress.</p> <p><u>Role of the teacher:</u></p> <p>Provide the students with opportunities to present and share the results of their work. Provide follow-up activities based on your observations and possibly provide instruction on grammar, academic language, pronunciation, or pragmatic issues. Assess the students' participation in the activity and level of success and provide opportunities for peer assessment.</p> <p>Timing: 25 minutes</p>	<p>After completing their research, identifying the potential next steps, and determining the pros and cons of each possible solution, each team will present and defend to the whole group two worthy courses of action.</p> <p>After all teams have presented recommendations, the whole group will collaborate to reach consensus on the most feasible course of action, identifying at least two alternatives to address possible changes in circumstances.</p>	<ul style="list-style-type: none"> • Communication 	
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Recommended steps for problem posing adapted from *Problem-Based Learning and Adult English Language Learners*, by J. Mathews-Aydinli, 2007, Center for Adult English Language Acquisition, Washington, D.C. (http://www.cal.org/caela/esl_resources/briefs/Problem-based.pdf).



Appendix A. Job Change

The Problem

Carmen has heard rumors that the bank where she works is preparing to cut jobs. For the past 10 years, she has worked as a teller and was being groomed to take on head teller duties. As a widowed mother of children aged 12 and 14, Carmen is faced with the reality that she could be out of a job within the year.

At age 36, with sole responsibility for the family income, Carmen worries about the challenge of transitioning into a new job. Before her children were born, she had completed a semester of coursework for the licensed practical nurse program at a college, but she didn't finish with any credential.

She's grateful that her parents live in the same neighborhood. Although her mother works weekends and her father is a semiretired insurance agent, they have been available to help with childcare after school and during school breaks to allow Carmen to work full time. She is comforted to have their support, but she is uncertain about how her life change might impact her parents' routines.

The Solution

Guide Carmen through the decision whether to take on a new job or career. Consider the following questions and help Carmen prioritize needs to make the best possible choice for her family situation.

- What could Carmen do to prepare for the possibility of losing her teller job, which could occur within the next 6 months?
- What must-have and deal-breaker criteria might Carmen consider as she weighs her options for action within the next year?
- What information will help Carmen decide on a solution?

Household Financial Data

Carmen's annual salary is \$40,000, and she has health insurance coverage as a job benefit.

Her usual monthly spending includes the following cash outflows:

\$70	internet
\$90	TV
\$120	utilities
\$350	groceries
\$130	auto insurance
\$50	gas for car
\$950	home loan (with another 22 years of payments due)



- Occasional family spending—such as spending for clothing, school fees, dining out, and entertainment—varies throughout the year.
- The costs of home maintenance, auto care, and vacations are usually covered by her savings.
- Her savings account has a current balance of nearly \$25,000.
- Carmen has a small balance on her credit card (\$275) and is in the habit of paying off the balance every month.
- She owns a 10-year-old Subaru Outback with 98,000 miles on the odometer.
- Last year’s property tax bill was \$1,200.



Financial Literacy: Eating Healthy on a Budget Project-Based Learning Lesson



Background: Eating healthy on a tight budget can be a challenge for some individuals and households. This project relates to the concept of spending plans and cash flow in a personal finance unit. It can also be used in a relevant health education or civics education unit.

NRS Level(s): Low Intermediate ABE to High Adult Secondary Education, High Beginning to Advanced ESL

<p>Project Title: Eating Healthy on a Budget</p>	<p>Approximate Instruction Time: Dedicate an hour to kick off the activity and allow time for teams to tackle the first three or four stages of the project. Thereafter, schedule time over several weeks for team meetings and the final report-out. The students also will complete assigned independent work on their own time.</p>
<p>Instructional Objective <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>By the end of this project, students will be able to</p> <ul style="list-style-type: none"> • Identify healthy and less healthy foods. • Gather information about healthy foods, where they are sold, and their costs to calculate the cost of a meal. • Work with a team to complete and share a group project (visual representation) comparing food prices. 	<p>Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the project) for learners' exit tickets, learning logs, or reflection:</i></p> <p>Content objectives:</p> <ul style="list-style-type: none"> • I can ask and answer questions about buying healthy foods. • I can choose healthy food options. • I can use resources to find information about food prices and amounts. • I can calculate the cost of a healthy meal. <p>Language objectives:</p> <ul style="list-style-type: none"> • I can collaborate with a group to finish and share a healthy foods project. • I can present the results of my healthy foods project to an audience.

	<ul style="list-style-type: none"> I can adapt the language I use to match my audience. 	
<p>ELA/Mathematics/ELP Standard(s) Addressed:</p>	<p>Main Standards Addressed:</p> <p>CCR Levels A to C:</p> <p>S/L1: Engage in collaborative discussions. S/L2: Integrate and evaluate information presented in diverse media and formats. S/L4: Present information using supporting evidence. W7: Conduct short research projects. W8: Gather relevant information from print and digital sources. R1: Read closely and cite evidence to support analysis of text. MP1: Make sense of problems and persevere in solving them. MP3: Construct viable arguments and critique the reasoning of others. Math, Number and Operations, Level C: Use place value understanding and properties of operations to perform multi digit arithmetic.</p> <p>ELPS Levels 2 to 5:</p> <p>ELPS 1: Cite specific evidence in the text to support analysis. ELPS 2: Participate in extended discussions. Express self clearly and persuasively. ELPS 3: Speak and write about text. ELPS 5: Carry out both short and sustained research projects. ELPS 7: Adapt language to audience, purpose, and task. ELPS 9: Create clear and coherent speech and writing.</p>	
<p>Central Skills Taught:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input checked="" type="checkbox"/> Navigating Systems 	<ul style="list-style-type: none"> <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input checked="" type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness



<p>Language Demands: (Include academic language, language skills, etc.)</p>	<p>When reading and gathering information for the project, students may need vocabulary support and guidance in discerning reliable and useful information and in understanding the specific vocabulary related to nutrition, budgets, and comparison shopping.</p> <p>Academic discourse is required while teams coordinate, collaborate, problem solve, and summarize their progress on the final product. For example, here are ways to express the sequence of the process:</p> <ul style="list-style-type: none"> • While ____ researches ____ I'll ____. • The next step will be to ... but afterwards we had better ... • At first, we will ... but eventually we will ... <p>Sentence frames for requesting support during the process may also be helpful:</p> <ul style="list-style-type: none"> • I'm unsure how to ... • I'm struggling with ... Can you help me? • This is new to me. Could you explain how I ...? 		
<p>Assessing Mastery of the Objective(s) and Central Skills: (Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the project.)</p>	<p>Proof of Learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product <input type="checkbox"/> Via individual product <input type="checkbox"/> Other _____ 	<p>Proof of Learning Tools:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Other <u>Project engagement and feedback form</u> 	<p>Ongoing Formative Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input type="checkbox"/> Peer-to-peer quizzing <input type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input checked="" type="checkbox"/> Other <u>Personal diet improvement</u>



<p>Adaptations and/or Accommodations:</p> <p><i>(How will you increase access to the content of the project? Identify differentiation strategies.)</i></p>	<p>For lower level learners, use visuals, interactive word practice, and conversation tasks to introduce and practice vocabulary and ideas related to healthy foods, grocery shopping, budgets, and meal planning. Students less familiar with budgeting and meal planning will benefit from a brief level-appropriate reading to gain practice before beginning the project.</p> <p>For lower level learners, select one of the options for the project (Option A or B only, for example). Further structure can be provided by keeping the project to one meal as opposed to a full week. Scaffold intensely by providing a limited number of grocery store flyers or websites for the research and limiting the scope of the project and showcase. Assist groups in assigning each other more concrete roles using a graphic organizer or other checklist and assist in scheduling tasks to accomplish the work at a slower, more supported pace. Create regular “checkpoints” for each group to offer guidance and support.</p> <p>Higher level learners will complete more involved projects (such as Option B with comparisons of neighborhoods or Option A for a full week or month of meal planning). They will benefit from having more autonomy and will require less support around research, literacy, and creation of the final product. To increase the level of difficulty further, have more advanced learners incorporate multimedia elements or present their findings to a wider audience and elicit feedback.</p>		
<p>Working collaboratively, the class chooses a topic based on a real-world issue affecting learners’ lives.</p>	<p>Eating healthy on a tight budget can be a challenge for some individuals and households. The teacher connects this to familiar concepts by asking students about their own experiences related to grocery shopping routines, budgeting for groceries and dining out, meal planning, any special dietary needs, and any challenges.</p> <p>During a class discussion about spending habits and healthy eating habits, the students offered their own methods of controlling costs. Ideas included common approaches such as using shopping lists, planning menus around sale items, couponing, and bulk purchasing and meal prep. A few students brought up their frustration with the high cost of meeting the special dietary needs of family members.</p> <p>One of the students mentioned hearing a podcast about “food deserts.” He said it had something to do with the difficulty that low-income people have getting to a grocery store for fresh food. He recalled the podcaster implying that people in food deserts might be choosing less healthy food options at fast-food restaurants or gas station convenience stores because they cost a lot less instead of getting healthier choices at grocery stores. The teacher played this NPR video for the class to provide some common</p>	<p>CENTRAL SKILLS</p> <ul style="list-style-type: none"> • Communication • Processing and analyzing information • Respecting differences and diversity 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Laptop and projector • Whiteboard or flip chart • Markers



	<p>knowledge and to spark interest in the topic: https://www.youtube.com/watch?v=kQeorPkPLmU.</p> <p>The class seemed interested in learning more about food budgets. The consensus was to focus on two essential questions:</p> <ul style="list-style-type: none"> • What factors determine a family’s ability to stick to a budget while buying healthy, fresh food? • How can a food budget help with meal planning? 		
<p>Learners decide what they would like to create as a final product.</p>	<p>The students decide that they will create some type of visual representation of facts (e.g., an infographic or a video) to quickly and clearly present a summary of their findings.</p> <p>In addition, the summary will include content for either Option A or Option B:</p> <ul style="list-style-type: none"> • Option A: Presentation and handouts that compare the costs of buying 10 food items if you live in neighborhood X, which only has a convenience store within walkable distance, to the costs if you live in neighborhood Y, which has an upscale grocery store within walking distance, and to the costs if you live in neighborhood Z, which has a farmers market a short bike ride away. • Option B: Presentation of a meal plan for the week for a family of four on a budget of \$100, calculating the total cost for each meal as well as per person using the circular from a local grocery store. <p>The students form project teams for Option A or B, and they brainstorm what they already know and what they want to know about the topic.</p>	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Communication 	<ul style="list-style-type: none"> • Laptops • Web access
<p>Learners choose their roles and responsibilities for completing their project.</p>	<p>With guidance from the teacher, the students volunteer for specific roles to start their work, with the understanding that they will ALL need to fulfill multiple roles. Such roles might include finding information online, creative design (pamphlet, slides), writing and editing (handout, slides, pamphlet), monitoring progress of the group, talking to community members, visiting grocery stores, researching or visiting the local food shelf or other nonprofits,</p>	<ul style="list-style-type: none"> • Communication • Critical thinking • Interpersonal skills 	<ul style="list-style-type: none"> • Paper • Pencils • Laptops • Web access



	<p>finding coupons, asking questions of the teacher, keeping the group's materials organized, etc. The team members work to reach consensus to ensure that all tasks are assigned and that everyone has a significant role.</p> <p>With input from the teacher, the teams create questions for self-assessment and peer assessment.</p>	<ul style="list-style-type: none"> • Processing and analyzing information • Navigating systems • Respecting differences and diversity • Self-awareness 	<ul style="list-style-type: none"> • Varies by project
<p>Learners determine the necessary resources for their project.</p>	<p>The project teams plan what needs to be accomplished, working backward from the scheduled presentation or sharing date. The teams identify reasonable deadlines and times for check-ins with each other and the teacher throughout the project period.</p> <p>The teacher provides a starting point for the students, nudging them to explore available resources, including those provided by the following organizations:</p> <ul style="list-style-type: none"> • U.S. Department of Agriculture (USDA) National Institute of Food and Agriculture • USDA Economic Research Service (online Food Access Research Atlas) • American Nutrition Association (Healthy Food Financing Initiative) • Local Cooperative Extension Services (www.eXtension.org; resource areas: family personal finance, health, and nutrition) • Local community maps • Interviews with community or family members, grocery store managers, food shelf volunteers, etc. 	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Navigating systems 	<ul style="list-style-type: none"> • Laptops • Web access
<p>Groups carry out assigned work. Peers provide feedback. The instructor asks guiding questions.</p>	<p>The teams start doing their research. Because this is an ongoing project, some work can be done individually, some in teams in the classroom, and some in the community. The students could consult resources in their first language, which would give them</p>	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Communication 	<ul style="list-style-type: none"> • Varies by project



	<p>access to a broader range and complexity of resources. The final product would still be in English (as suggested by Van Dyke-Kao & Yanuaria, 2017).</p> <p>The teacher can provide language supports needed to complete the tasks.</p> <p>The team members carry out assigned tasks and report progress during check-in meetings. The teacher assists as needed, stepping in to guide, clarify, and encourage.</p>	<ul style="list-style-type: none"> • Interpersonal skills • Navigating systems 							
<p>Teams create the final product, copyedit, and finalize for publication and presentation.</p>	<p>The team members collaborate to draft the final product, request peer feedback, and copyedit.</p>	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Communication • Interpersonal skills 	<ul style="list-style-type: none"> • Varies by project 						
<p>Teams share the final products.</p>	<p>The teams showcase their findings and final products with classmates first as a “practice” session, then with another group (perhaps a neighboring class or school, including staff from the building and/or family members).</p> <p>When the students present their work, audience members can be given feedback forms, which can be collected and shared with the presenters:</p> <table border="1" data-bbox="617 1024 1358 1354"> <thead> <tr> <th data-bbox="617 1024 1073 1092">Questions</th> <th data-bbox="1077 1024 1358 1092">Responses</th> </tr> </thead> <tbody> <tr> <td data-bbox="617 1096 1073 1247">What did you learn from the presenters about healthy eating on a budget in our community?</td> <td data-bbox="1077 1096 1358 1247"></td> </tr> <tr> <td data-bbox="617 1250 1073 1354">What are action steps you might take now that you have this information?</td> <td data-bbox="1077 1250 1358 1354"></td> </tr> </tbody> </table>	Questions	Responses	What did you learn from the presenters about healthy eating on a budget in our community?		What are action steps you might take now that you have this information?		<ul style="list-style-type: none"> • Communication • Navigating systems • Processing and analyzing information 	<ul style="list-style-type: none"> • Varies by project • Feedback form
Questions	Responses								
What did you learn from the presenters about healthy eating on a budget in our community?									
What are action steps you might take now that you have this information?									



	What questions do you still have for the presenters?			
The project ends with self-assessment and assessment by one's peers.	<p>Ultimately, success is measured by the extent to which the students' consumption of healthy, affordable food increases. In the classroom setting, this project provides rich language practice in listening, speaking, reading, and writing, and it addresses an issue of concern that came from the students themselves, one of the hallmarks of project-based learning.</p> <p>Assessment instruments created by teams are used to self-assess and peer assess the students' performance and project contributions.</p> <p>The teacher provides useful feedback to the students on their process and helps them understand the depth and breadth of the content and skills they have acquired during their projects.</p> <p><i>Optional:</i> Celebrate the success of the students with healthy, affordable snacks following their presentations!</p>	<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> • Student-created assessment instruments 	

Reference

Van Dyke-Kao, R., & Yanuaria, C. (2017). *The translanguaging project: A multilingual pedagogy for student advocacy*. Presented at the CATESOL Conference, Santa Clara, CA, October 2017.



Financial Literacy: Annotated Instructional Resources and References



Instructional Resources

One focus of the Teaching Skills That Matter (TSTM) in Adult Education project is identifying high-quality, evidence-based materials and training to support teachers in integrating transferable skills development in the areas of civics education, digital literacy, health literacy, financial literacy, and workforce preparation skills into adult education and literacy instruction. The following selection of easy-to-use instructional resources have been recommended by subject matter experts in financial literacy for teaching the skills that matter. Please note that these only are intended as a starting point to support teachers' important work in this area and exploration of existing instructional resources.

Bureau of Consumer Financial Protection. (2018, September). *Your money, your goals: A financial empowerment toolkit*. Retrieved from https://files.consumerfinance.gov/f/documents/cfpb_your-money-your-goals-toolkit_2018-11_en_ADA.pdf

This toolkit is designed to help teachers support their students in learning about different financial topics. Unlike a curriculum that tends to be linear, the nine modules of the toolkit are intended to be used in any order that best meets students' needs and interests. Although there are clear connections among the modules, not all nine of them must be taught. The toolkit materials are designed to engage students in the following TSTM skills: Critical Thinking, Processing and Analyzing Information, Self-awareness, Problem Solving, and Navigating Systems. The discipline-specific vocabulary and general reading level of this material make it most accessible to students with high-intermediate or higher levels of literacy and English proficiency. However, with sufficient scaffolding, many tools and resources in this toolkit can be used successfully at lower levels.

Center for Advanced Hindsight. (2015). *Behavioral economics: Field guide for financial services*. Retrieved from https://advanced-hindsight.com/archive/wp-content/uploads/downloads/2015/12/CAH_Field-Guide_FinancialServices.pdf

This guide explains human behavior and knowledge of human behavior as an important link in financial literacy development and growth. It describes common human behaviors, research related to these behaviors, and suggests which financial services can be used to address those. The guide is intended for use by teachers, not students, and the findings apply to students across all levels of literacy and English proficiency.

Davis, K., Footer, O., Kim, A., & Tantia, P. (2018). *The financial health check: Scalable solutions for financial resilience*. ideas42. Retrieved from http://www.ideas42.org/wp-content/uploads/2018/02/ideas42_FinancialHealthCheck.pdf

This resource highlights the importance of considering psychosocial factors (or behavioral economics) when developing a financial literacy curriculum. The guide is intended for use by teachers, not students, and the findings apply to students across all levels of literacy and English proficiency.

Federal Deposit Insurance Corporation. (2018). *2018 money smart for adults*. Retrieved from <https://catalog.fdic.gov/2018-money-smart-adults-instructor-led-downloadable>

The *Money Smart for Adults* curriculum, designed for educators and students, includes 14 modules that teachers can use to help students learn and apply financial health concepts. Each module features PowerPoint slides and supplemental materials. The discipline-specific vocabulary and general reading level make this resource most accessible to students with intermediate or higher levels of literacy and English proficiency. However, with sufficient scaffolding, many of the lessons in the curriculum can be used successfully at lower levels.

Federal Trade Commission. (2019). Consumer protection basics... plain and simple. Retrieved from <https://www.consumer.gov/>

This interactive website provides information for students about three main topics: managing your money; credit, loans, and debt; and scams and identity theft. Each topic is divided into multiple subtopics, and students can read or listen to the information, which is presented in plain English. The website also contains a toolkit for teachers that includes lesson plans, worksheets, and videos for use in the classroom. The discipline-specific vocabulary and general reading level of this material make it most accessible to students with low-intermediate or higher levels of literacy and English proficiency. However, with sufficient scaffolding, many of the lessons in this curriculum can be used successfully at lower levels. The audio clips are especially helpful in making the material accessible to English learners.

Winters, K. (2015). Welcome to the financial literacy learning plans! Retrieved from https://www.learnerweb.org/LearnerWeb/LearnerWeb.html?region=financialliteracy&locale=en&#REGION_HOME_PAGE

This website is designed to assist educators in building a financial literacy curriculum for ELLs. It models ELL reading and writing practice in an online format that is easy to navigate. The site content is presented in plain English, and many of the reading and writing prompts for teachers can be adapted for use with students. The website features sample lessons and activities that teachers are encouraged to use or adapt as appropriate, plus many other resources, including videos and worksheets. The links and resources span all levels of literacy and English proficiency, including low-beginning levels. The site requires creation of a free account, and users must sign-in before the resources can be accessed.



Additional References

The following is an additional resource recommended by subject matter experts in financial literacy for adult educators to learn more about the topic area addressed in the *Teaching Skills That Matter* project. Please note that this is only intended as a starting point to support teachers' important work in this area and exploration of existing references resources.

National Endowment for Financial Education. (2019). Your spending, your savings, your future: Retrieved from <https://www.smartaboutmoney.org/Topics/Spending-and-Borrowing/Control-Spending/Your-Spending-Your-Savings-Your-Future>

Teachers can use this workbook to engage students in a variety of financial literacy topics. It includes suggestions for additional online resources.

The Teaching Skills That Matter in Adult Education project is managed by the American Institutes for Research under contract with the U.S. Department of Education, Office of Career, Technical, and Adult Education (Contract Number GS-10F-0112J). These materials are examples of resources that may be available. Inclusion of this information does not constitute an official endorsement by the U.S. Department of Education of any products or services offered or views expressed. The hyperlinks and URLs provided in this document were created and are maintained by outside organizations. The Department is not responsible for the accuracy of this information. The opinions expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred. September 2019.



Notes



