

# College & Career Awareness

**Program Area(s):** Career Development Application

**Lesson Plan Title:** CDA #11 - College, Career and Financial Responsibility

Students will learn about the importance of being “financially fit,” saving money, and an (optional) introduction to the Student Financial Literacy Passport.

**Estimated Time:** One 45-minute session

**Primary CTE Pathway(s) Explored:**

**Intended Learning Outcome(s):**

- Explain how self-knowledge/self-efficacy (interest, abilities, and strengths) relates to career interests and selecting and achieving goals.

**College and Career Awareness Strand, Standard(s):**

Strand 1, Standard 1

**Cross Curriculum Integration:**

- **21<sup>st</sup> Century or Interpersonal Soft Skills:** Critical thinking, collaboration, communication, creativity

**Career Opportunities in the CTE Pathway(s):** See 5 Star Occupations Chart (included in the [7<sup>th</sup> Grade Utah Student Planning Guide](#)), UtahFutures website, or the USOE-CTE Pathway tables.

**Nontraditional Career Opportunities:** A career where 25% or less of those employed are of one gender - ethnic diversity, access to educational and training opportunities, economic factors. Students will access lists of nontraditional occupations as part of this lesson.

**STEM Specific Career Opportunities:** Students will access lists (national and state) of STEM occupations as part of this lesson.

**Methods (Approach to Teaching and Learning):**

- Direct Instruction and Demonstration

**Materials Needed:**

- [http://www.practicalmoneyskills.com/games/trainingcamp/ff/inc/lang/en/modules/web\\_modules/ROOKIE.pdf](http://www.practicalmoneyskills.com/games/trainingcamp/ff/inc/lang/en/modules/web_modules/ROOKIE.pdf) from the website, <http://www.practicalmoneyskills.com/games/trainingcamp/ff/>
- <https://bigfuture.collegeboard.org/pay-for-college/college-costs/college-costs-faqs>
- [Student Financial Literacy Passport](#)

When using movies and YouTube clips, or videos of this nature, please verify with your LEA’s media policies and/or seek LEA approval to use them.

**Prior Knowledge Required by Students:**

## Instructional Procedures:

1. Attention Grabber: (5 minutes) Show the video clip, "Greatest Football Highlights."

<https://www.youtube.com/watch?v=gl1n79s3vRw>

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After showing the video clip, ask students what football has to do with college, career, and financial responsibility? Then introduce the following analogy: A touchdown in football is often the most dramatic moment of the game, when a player reaches the end zone in the final seconds and the crowd goes wild. Equally important as these fleeting heroic game day feats is the everyday training players perform. The most successful players on the field are often the most disciplined, who started out establishing good training habits and stayed with them. Financial responsibility and financial fitness is no different. One of the best habits a young person can learn is how to save money. Saving money may not sound as exciting as scoring a touchdown in the final seconds and winning a game, but it's a skill that will help your students win in the game of life.

2. Discussion: (10 minutes)

Open your discussion by asking students if any of them save money and, if so, what they save for, as well as things they might want to save for in the future. How long do they think it will take them to reach their goals? You can introduce the concept of college and how much money on average college costs. See the website, "Big Future by College Board."

<https://bigfuture.collegeboard.org/pay-for-college/college-costs/college-costs-faqs>

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After reinforcing how saving money can make an important and helpful difference in their lives, continue the discussion by introducing different ways to save, and by explaining how savings works. One way to save is instead of buying things and then seeing if there's any money left over to save, put aside money BEFORE you use it up. Otherwise, you may never get around to saving.

3. Class Activity/Brainstorming: (15 minutes)

**Control your spending.** An easy way to start saving money is simply to look closer at what you spend and change your behavior. Consider these easy ways to save:

- Spend the afternoon in the park (free) instead of buying a snack at a convenience store. \$5 saved.
- Skip the movie theatre (\$20 with popcorn and soda) and rent a DVD instead (\$1 to \$5) \$15 to \$19.

Have the class come up with a list on the board of some of the activities your students spent money on this week. Then, for each expense, have them brainstorm and consider some less expensive activities. How much could your class have saved collectively this week?

Also discuss the concept of needs versus wants.

The most important factor in understanding a realistic budget is distinguishing between things you need and things you want. Your needs are all of the monthly expenses associated with the goods and services that keep your life stable. Wants are goods and services that are not essential to daily living, but they are often things that make people happy or may make life seem a little easier or a little more special. Your expenses can be divided into two types: fixed expenses, which are the same amount every month, and variable expenses, which often fluctuate throughout the year.

Examples of fixed expenses: rent, car payment, monthly bus or train pass

Examples of variable expenses: utility bill, groceries, gasoline, phone bill

When you spend money on something you want versus something you need, this is called discretionary spending.

Examples of discretionary spending: a soda and snack at a convenience store, movie tickets, a summer vacation.

Wants and discretionary spending aren't bad things. In fact, a want can be an excellent motivator for saving money. However, too much discretionary spending can just as easily be the downfall that prevents monthly saving. By carefully and constantly monitoring discretionary spending habits, your opportunities to save become easier to recognize.

4. Introduce students to the [Student Financial Literacy Passport](#). (15 minutes or more, depending on how much time you have left.) K-12 teachers are required to include the integration of financial/economic concepts into core areas and to offer the Passport program to students. However, completion of the Passport is an optional choice for students. Only students completing both the in-class integrated lessons and an at-home activity will receive a Passport certificate.
  - a. Have students access the Finance in the Classroom website.
  - b. Explain to students how they can complete their passports.
  - c. Review the classes in which students will have lessons.

**Additional Resources:**

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**Assessment(s):**

- Explanation of concepts: written, oral, or through demonstration or performance of particular skills.