

FALL 2023

## Pathway to Financial Success

In Schools

### Unit 8 Educator Guide

# Growing and Protecting Your Finances

**HIGH SCHOOL**

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## Unit Overview

*Unit 8: Growing and Protecting Your Finances* covers a variety of topics related to investing and avoiding scams. The unit begins with an introduction to investing options, including stocks, bonds, and mutual funds. Students then consider ways to minimize investment risk through diversification. Next, students spend time learning how to avoid financial scams beginning with the importance of investigating charitable organizations before giving of their time or money. They then learn about common investment scams and how to avoid identity theft. The unit concludes with students considering how financial professionals might be able to help them make informed decisions in the future.

Below are the five topics in this unit:

1. Understanding Investing Options
2. Building a Diversified Portfolio
3. Making Charitable Donations
4. Avoiding Financial Fraud
5. Getting Help with Financial Decisions

As with all units in the Pathway to Financial Success in Schools high school program, each topic has an associated self-paced module. There are also several classroom activities, a family connection, and interactive student capture sheets. Each resource is described in further detail on the pages that follow.

To see how this unit fits into the entire [Pathway to Financial Success in Schools](#) program, download the [High School Program Educator Guide](#).

When teaching this unit, be sure to consider your students' ages and backgrounds. For some students, the topic of investing may be hard to relate to, particularly if their family has little experience with investing and/or struggles to find money to save—let alone invest. One way to address this is to remind students that investing for retirement—in particular—was something people often relied on their employers to handle. Over time, that responsibility has largely shifted to individuals. As a result, they may need to be more focused on learning about investment options than older family members.

Finally, be aware that some young victims of identity theft may find that the “thief” was a loved one or relative. In some cases, family members use the identity of a young person in order to establish credit and/or re-open utility accounts. These can be delicate conversations for students and their family members. In these cases, parents and others may wish to avoid helping the student to know if they are a victim. If you encounter such a situation, consider seeking the assistance of a school administrator.

# Topics and Resources

<p><b>Unit 1</b> All Topics</p>	<p><b>Family Connection</b> <b><u><a href="#">Helping Loved Ones Avoid Identity Theft and Other Financial Abuse</a></u></b></p> <p>Families are encouraged to talk about identity theft, including how many young people are unknowing victims. Parents and guardians learn strategies to help their teens avoid becoming victims as well as making sure they are not ones already.</p> <p><b>Interactive Student Capture Sheets</b> <b><u><a href="#">Growing and Protecting Your Finances</a></u></b></p> <p>Students use this digital notetaker—either electronically or in print form—to take notes, respond to prompts, and access additional resources for the entire unit. The content reinforces the self-paced modules and concludes with unit wrap-up materials.</p>
<p><b>Topic 1</b></p>	<p><b>Self-Paced Module</b> <b><u><a href="#">Understanding Investing Options</a></u></b></p> <p>Students examine investing options including stocks, bonds, and mutual funds.</p>
<p><b>Topic 2</b></p>	<p><b>Self-Paced Module</b> <b><u><a href="#">Building a Diversified Portfolio</a></u></b></p> <p>Students consider how some of the risks involved with investing can be reduced through diversification.</p> <p><b>Classroom Activity</b> <b><u><a href="#">Build Your Own Portfolio</a></u></b></p> <p>Students discuss the need to have a diversified portfolio and create their own portfolios with at least ten companies from three or more sectors.</p>
<p><b>Topic 3</b></p>	<p><b>Self-Paced Module</b> <b><u><a href="#">Making Charitable Donations</a></u></b></p> <p>Students explore ways to give to charitable organizations and factors they should consider before making a charitable contribution.</p>
<p><b>Topic 4</b></p>	<p><b>Self-Paced Module</b> <b><u><a href="#">Avoiding Financial Fraud</a></u></b></p> <p>Students learn how to avoid identity theft and various forms of investment fraud.</p>
<p><b>Topic 5</b></p>	<p><b>Self-Paced Module</b> <b><u><a href="#">Getting Help with Financial Decisions</a></u></b></p> <p>Students explore ways to get help making financial decisions both on their own and with the help of financial professionals.</p> <p><b>Classroom Activity</b> <b><u><a href="#">Financial Job Fair</a></u></b></p> <p>Students work in groups to research accountants, financial counselors, insurance agents, personal financial advisors, and real estate agents. They hold a mock job fair with each group hosting a table with information about the job they researched.</p>

# Self-Paced Modules

This section provides strategies for incorporating the five self-paced modules from this unit into instruction along with tips for facilitating discussion before, during, and after each module. For a more general overview of what self-paced modules are, how they work, and the technology requirements for using them, please see the [Pathway to Financial Success High School Educator Program Guide](#).



## Topic 1 Understanding Investing Options

[Launch the Module](#)

### Overview

*How can you grow your money through investments?*  
In this module, students learn about investing options including stocks, bonds, and mutual funds. By exploring a snapshot of a stock’s price, they learn basic information about stocks and then estimate the cost of a stock purchase with a calculator. Students then learn about bonds and how they differ from stocks. Students meet two hypothetical investors and learn about the importance of diversification before discovering how mutual funds offer an easy way for investors to diversify a portfolio. Finally, students explore several scenarios and different approaches to investing.

### Key Learning Objectives

Students will be able to:

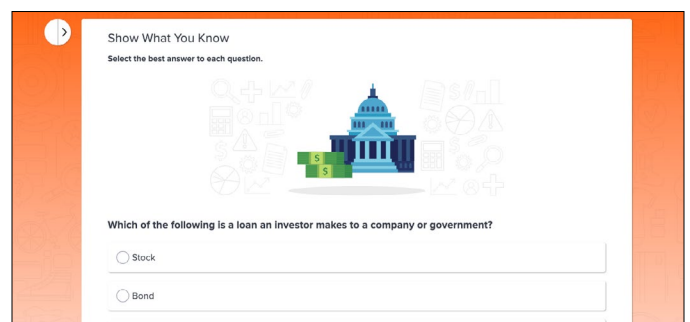
- explain the difference between a stock and a bond.
- give examples of how people can diversify their investment portfolio.
- describe potential risks and rewards associated with investing.

### Setting the Stage

Before the module, engage students by discussing one or more of these questions:

- What do you already know about investing?
- How willing would you be to invest money knowing that you could either lose or make money through the investment?
- If you wanted to invest in a company, how would you know which one(s) to choose? Are there any companies that you think are doing really well and would make a good investment?

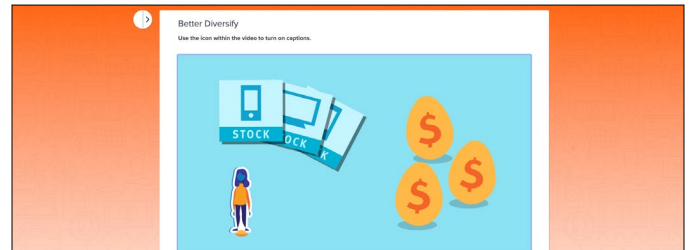
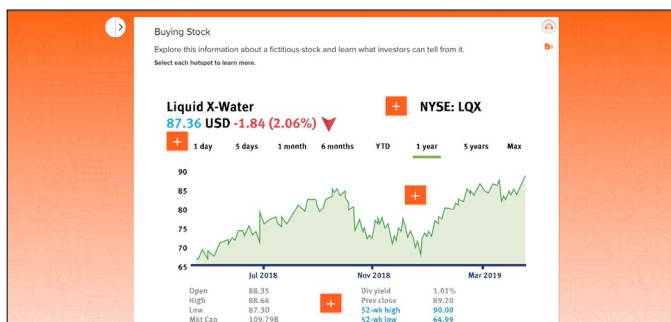
### Section-by-Section Educator Tips



- **Prepare**
  - **Setup:** The module begins with a short animation which shares how investing differs from saving because it involves risk. The example of putting \$1,000 in a savings account versus \$1,000 in an investment is given. Ask students if they would prefer saving where they could earn a modest amount of interest or investing where they could have big gains or big losses. Ask several students to explain their answers.

- **Show What You Know:** The pre-test consists of three questions. Students have one opportunity to answer each question correctly. The correct answer is visible once an answer is submitted, and feedback is provided for both correct and incorrect answers. If using the module in a classroom setting, consider having students vote on answers or call on different students to provide ideas for each question before the students submit their answers.

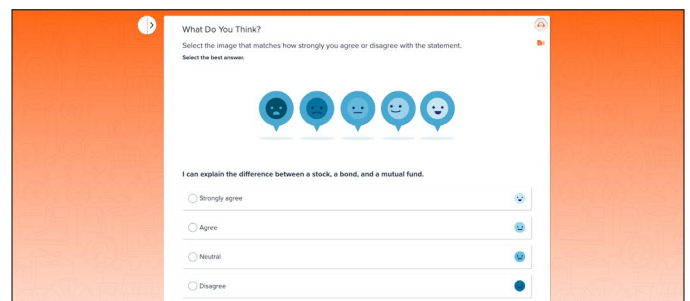
reasons that companies or government entities might issue bonds as a way of getting money. Why do they think bonds are considered less risky than stocks?



### • Learn

- **Buying Stock:** Students explore an image with information about the stock of a fictional company, Liquid X-Water. Make a list of companies that students might wish to look up stock information for after completing the module. Remind students that some companies are privately owned and will not have stock that can be purchased. And, in some cases, they may need to do additional research to locate a parent company.
- **The Price of a Trade:** Students learn that it usually costs money to make a stock trade. By adjusting values for stock price, number of shares, and broker fee, they determine the total amount of a stock price. Ask students what values they used and compare the outcomes. Discuss the importance of shopping around for a company that has lower fees. Challenge students to consider the cost implications of making frequent trades.
- **What About Bonds?:** Students scroll through information to learn more about bonds. Challenge students to identify additional

- **Better Diversify:** Through a video, students learn about diversification, including an explanation of the expression, “Don’t put all your eggs in one basket.” Invite students to explain to a partner what diversification means using their own words.
- **Meet the Mutual Fund:** In this section, students explore how mutual funds offer an easy way for many investors to diversify their portfolios. Three types of mutual funds are also explained: sector, index, and target-date funds. Direct students to name a benefit of each type of fund. How do they think each might vary in terms of diversification?
- **Buy Low, Sell High:** Students encounter three scenarios representing different investing behaviors. Challenge students to describe a fourth type of investor with a unique approach to investing.



### • Reflect

- Following a short wrap up, students are asked to rank how strongly they agree or disagree

with the following statement: I can explain the difference between a stock, a bond, and a mutual fund. Did more students agree with the statement after completing the module than before? If students still disagree at the end, ask them what they still need to know in order to agree with the statement.

### • Challenge

- There are five post-module challenge questions. Students are encouraged to review the information in each section, if needed, before beginning the challenge.
- Students will encounter a variety of question types including multiple choice, ordering, matching, and fill-in-the-blank.
- For each question, students have two opportunities to answer correctly. Full credit is given for correct answers on the first try. If students answer incorrectly, they are given an opportunity to try again or skip and continue to the next question. No additional points are given to students who either do not retry the question or retry the question and still answer incorrectly. Partial credit is given to students who correctly answer a portion of a multi-part question or who give the correct answer on a second try. The total number of available points in this module's challenge section is 70.

### Interactive Student Capture Sheets

The [Unit 8 Interactive Student Capture Sheets](#) contain prompts, reflection opportunities, graphic organizers, and more. They are provided in Google Slides and offer a way for students to capture their notes while progressing through each of the self-paced modules. Additionally, they can serve as a means of assessing student progress and comprehension. Below are the prompts included for this topic:

- There's an old saying that "money doesn't grow on trees." While no one has found a way to grow money like a plant, many people DO try to grow or increase the value of their money by investing. What do you think about the comparison of growing money like you would a plant? How are the two the

same and/or different? (Slide 4)

- Going into this module, how much do you already know about these forms of investments: stocks, bonds, and mutual funds? (Slide 4)
  - I know a lot. I could easily explain it to someone else.
  - I've heard of them before or have a basic understanding.
  - I don't know much about this form of investing.
- Select a publicly-traded company that interests you (one that allows investors to purchase stock). Use an online tool such as Google Finance, Yahoo Finance, Wall Street Journal Market Data, or MarketWatch to locate a graph showing the price of the stock. Adjust the graphs and take screenshots of each to meet the criteria for each box below. Underneath, provide the lowest and highest price within each range. (Slide 5)
  - 1D or One Day, Graph and Information (Slide 5)
  - 6M or Six Month, Graph and Information (Slide 5)
  - 5Y or Five Year, Graph and Information (Slide 5)
- Corresponding to the module's animation, [Diversification](#), students are asked to write three sentences that support the statement, "Don't put all your eggs in one basket." If your school has access to the [Discovery Education](#) platform, you can assign a version of this activity within [Studio](#). (Slide 6)
- What do you see as the pros and cons of investing in stocks and bonds? Why do you think many investors choose to invest in both? (Slide 7)
- Would you rather invest in individual stocks and bonds, mutual funds, or a combination of each? Explain. (Slide 7)
- The "Buy Low, Sell High" section features three investors with different approaches. Which one is most similar to what you might do with investing, or would you take a different approach altogether? Explain. (Slide 7)
- At the end of the module, you are encouraged to "do your homework and ask questions." What research is important to do before choosing

investments and what questions do you plan to ask before investing? (Slide 8)

- Consider the learning objectives for this module. How do you feel about each one after completing it? (Slide 8)
  - I am able to explain the difference between a stock and a bond.
  - I can give examples of how I could diversify my own investment portfolio.
  - I am confident describing potential risks and rewards associated with investing.

### Extending the Module

Once students complete the module, consider one or more of these extension activities:

- Encourage students to investigate companies that interest them, including determining if the company is public or has a parent company. Direct students to use a stock lookup tool to identify the current stock price, 52-week lows and highs, and other information. Challenge students to explain whether or not they believe the stock would be a good investment.
- Direct students to play the game [Build Your Stax](#) from Next Gen Personal Finance which also offers a companion [worksheet](#). In the game, students invest money over the course of 20 years. Throughout the game, seven different investment options are unlocked as students learn about each. Compare student results with the investment returns from the computer which invests only in mutual funds.
- Invite students to watch a video on investing from the PBS show, Two Cents, including [Is the Stock Market Just a Big Casino?](#), [What the Heck is an IRA](#), and [5 Strange Investor Craze](#)s. Challenge students to identify the key takeaways.
- Consider having your students enroll in a stock market simulation such as [The Stock Market Game™](#). Investing with a hypothetical portfolio allows them to make choices—and mistakes—without risking their own money. Ask students to consider how their decisions with real money would be different than with virtual investments.

### Standards Correlation

The following standards are addressed in this module.

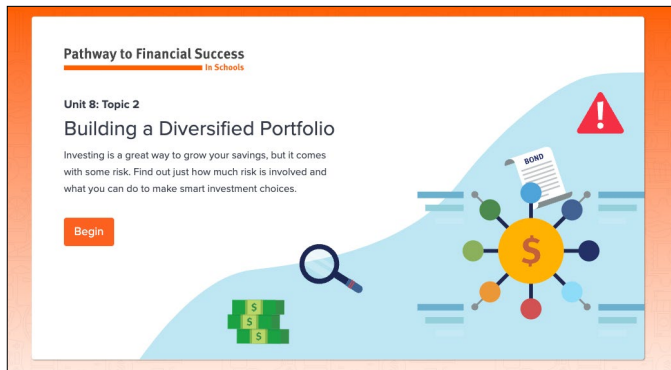
[National Standards for Personal Financial Education](#) from the Council for Economic Education and Jump\$tart Coalition for Personal Financial Literacy

- IV. Investing 8-3 Investors who buy corporate or government bonds are lending money to the issuer in exchange for regular interest payments.
- IV. Investing 8-4 Investors who buy corporate stock become part-owners of a business, benefit from potential increases in the value of their shares, and may receive dividend income.
- IV. Investing 8-5 Instead of buying individual stocks and bonds, investors can buy shares of pooled investments such as mutual funds and exchange-traded funds (ETFs).
- IV. Investing 8-6 Different types of investments expose investors to different degrees of risk.
- IV. Investing 12-3 Investors expect to earn higher rates of return when they invest in riskier assets.
- IV. Investing 12-5 The prices of financial assets change in response to market conditions, interest rates, company performance, new information, and investor demand.
- IV. Investing 12-6 When making diversification and asset allocation decisions, investors consider their risk tolerance, goals, and investing time horizon.
- IV. Investing 12-7 Expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.
- IV. Investing 12-10 Financial technology can counterbalance negative behavioral factors when making investment decisions.

[National Standards for Business Education](#) from the National Business Education Association

- Personal Finance IV.1.7 Identify the risk/return tradeoffs for saving and investing.





## Topic 2 Building a Diversified Portfolio

[Launch the Module](#)

### Overview

*Are there ways to reduce your risks when investing?*  
In this module, students learn that some of the risks involved with investing can be reduced through diversification, with an emphasis on investing in stocks and bonds. At the beginning of the module, students classify investments based on their level of risk. After reviewing basic investing terms, students learn about various ways to diversify a portfolio. They discover that mutual funds, exchange-traded funds, and target date funds offer built-in diversification. Students are encouraged to consider their personal level of risk tolerance, the amount of time they have to invest, and their purpose for investing before deciding what investments are best for them. Finally, they examine a graphic of various individuals for concrete examples of how people's portfolios can vary based on their personal situations.

### Key Learning Objectives

Students will be able to:

- explain how investment risks can be decreased through diversification.
- compare ways to diversify.
- identify investments with “built-in” diversification, including mutual funds and exchange traded funds (ETFs).

### Setting the Stage

Before the module, engage students by discussing one or more of these questions:

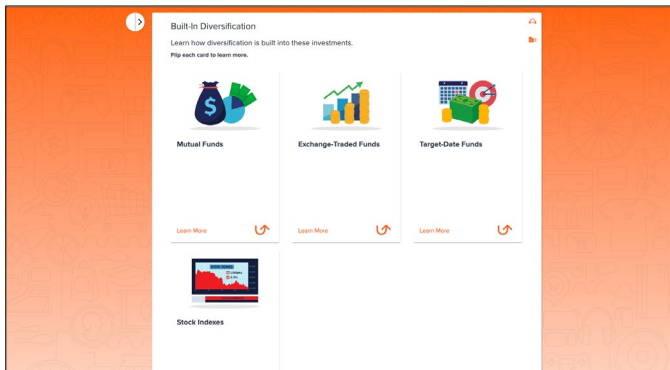
- Investing involves a certain amount of risk. The value of your investments could increase or decrease. Are you comfortable taking risks with your money?
- Can you think of a time that you heard about investments increasing or decreasing sharply in value? What was happening at that time?
- Have you ever heard the saying, “don’t put all of your eggs in one basket”? What does it mean?

### Section-by-Section Educator Tips

- **Prepare**
  - **Setup:** The module begins with a short animation about risks and taking steps to reduce it. Students discover that the module will focus on steps investors can take to minimize their risk.
  - **Investments and Risk:** Students sort investments based on the level of risk they believe each one involves. Compare student responses and discuss any that may be unfamiliar.
  - **Show What You Know:** The pre-test consists of three questions. Students have one opportunity to answer each question correctly. The correct answer is visible once an answer is submitted, and feedback is provided for both correct and incorrect answers. If using the module in a classroom setting, consider having students vote on answers or call on different students to provide ideas for each question before the students submit their answers.
- **Learn**
  - **Investing Vocabulary:** Vocabulary that is used in the rest of the module, including investment portfolio, risk, returns, stocks, and bonds. Confirm that students know the difference between stocks and bonds and understand the relationship between risk and return. Ask

why investing in stocks is considered to involve more risk than bonds and if investors should expect an investment in stocks to yield a higher or lower return than investing in bonds.

- **Ways to Diversify:** Through a video, students discover there are many ways to diversify investments. The video uses pet owners as an analogy for investing. Discuss the comparison. Challenge students to recall that people can diversify their investments, including asset classes (stocks versus bonds), sizes of companies, industries, foreign and domestic investments, and government or corporate bonds.

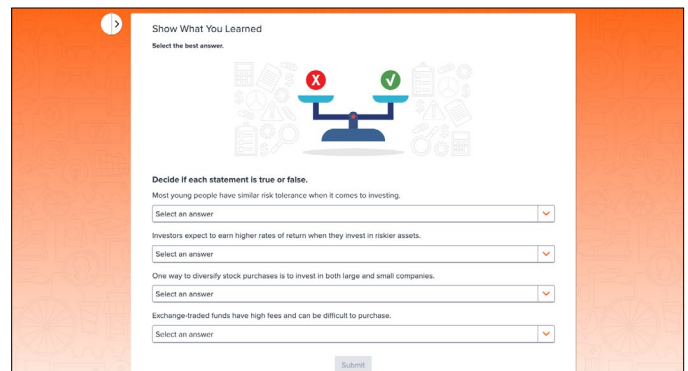


- **Built-In Diversification:** Students flip cards to learn about four investments with built-in diversification: mutual funds, exchange-traded funds, target-date funds, and stock indexes. Invite students to describe how the four relate. For example, there are both mutual funds and exchange-traded funds based on certain stock indexes, like the Dow Jones Industrial Average or S&P 500. Challenge students to explain how each one offers built-in diversification.
- **Risk, Time, and Purpose:** Four questions investors should ask are shared and explained. The questions cover comfort with risk, when the money will be needed, the reason for investing, and if the investment is understood. Ask students what could happen if an investor doesn't answer these questions.

- **Meet the Investor:** In this section, students see examples of diversification for people with different profiles. Challenge students to explain why the investor nearing retirement is taking less risk now and how the person who doesn't want to make decisions about investments benefits from using a target-date fund.

• **Reflect**

- Following a short wrap up, students are asked to rank how strongly they agree or disagree with the following statement: I can explain and describe several strategies for building a diversified portfolio. Did more students agree with the statement after completing the module than before? If students still disagree at the end, ask them what they still need to know in order to agree with the statement.



• **Challenge**

- There are five post-module challenge questions. Students are encouraged to review the information in each section, if needed, before beginning the challenge.
- Students will encounter a variety of question types including multiple choice, true/false, matching, and fill-in-the-blank.
- For each question, students have two opportunities to answer correctly. Full credit is given for correct answers on the first try. If students answer incorrectly, they are given an opportunity to try again or skip and continue to the next question. No additional points are

given to students who either do not retry the question or retry the question and still answer incorrectly. Partial credit is given to students who correctly answer a portion of a multi-part question or who give the correct answer on a second try. The total number of available points in this module's challenge section is 70.

### Interactive Student Capture Sheets

The [Unit 8 Interactive Student Capture Sheets](#) contain prompts, reflection opportunities, graphic organizers, and more. They are provided in Google Slides and offer a way for students to capture their notes while progressing through each of the self-paced modules. Additionally, they can serve as a means of assessing student progress and comprehension. Below are the prompts included for this topic:

- How is investing like driving a car? The module's intro video shares a few ideas. Expand on these by answering the questions below. (Slide 10)
  - What risk(s) are involved?
  - Why do people do it when it involves risk?
  - How can people reduce their risks?
- Going into the module, how familiar were you with each of the following forms of saving or investing from the "Investments and Risk" portion of the Prepare section? Place each of the eight types into one of the categories below. (Slide 10)
  - Not Familiar
  - Somewhat Familiar
  - Very Familiar
- Consider how each term applies to investing. Write a definition of each one in your own words. (Slide 11)
  - Portfolio
  - Risk
  - Return
  - Stocks
  - Bonds
  - Diversification
- Provide at least two examples of ways to diversify investments in both stocks and bonds. (Slide 11)
- Corresponding to the module's animation, [Ways to Diversify](#), students are asked to summarize the video using a six-word story. If your school has access to the [Discovery Education](#) platform, you can assign a version of this activity within [Studio](#). (Slide 12)
- Explain how each of the following offers built-in diversification. (Slide 13)
  - Mutual Funds
  - Exchange-Traded Funds
  - Target-Date Funds
  - Stock Indexes
- Below are questions investors should ask themselves before making investment decisions. What is a potential consequence of NOT asking each question prior to investing? (Slide 13)
  - How comfortable are you with risk?
  - When will you need the money?
  - Why are you investing?
  - Do you understand the investment?
- Reflect on what you've learned about investing and diversification and answer each of the questions below. (Slide 14)
  - How old do you think you might be when you start investing? Why this age?
  - Are you likely to prefer forms of investing that involve more or less risk? Explain.
  - How do you think your approach to investing might change over time?
  - Of the ways you learned to diversify investments, which one(s) appeal to you the most?
- Consider the learning objectives for this module. How do you feel about each one after completing it? (Slide 14)
  - I am able to explain how investment risks can be decreased through diversification.
  - I am confident comparing ways to diversify.
  - I can identify investments with "built-in" diversification, including mutual funds and exchange traded funds (ETFs).

### Extending the Module

Once students complete the module, consider one or more of these extension activities:

- Use the classroom activity, [Build Your Own Portfolio](#), to engage students in an exploration of stocks and diversification. By the end, students will have developed a list of at least ten companies representing three or more sectors.
- Take a deeper dive into mutual funds and index funds with videos from Two Cents. Invite students to watch one or more of these videos: [What the Heck is a Mutual Fund?](#), [What the Heck is an Index Fund](#), and [What is the DOW?](#). Direct students to watch the videos, make connections between the two, and describe how each one relates to the topic of diversification.
- Invite students to explore the history of index investing, including John (“Jack”) Bogle, the founder of the Vanguard Group. How and why were they created? What was different about index funds versus traditionally managed funds?
- Target date mutual funds are often based on a planned retirement date. Invite students to consider what age they will retire and determine the year in which that would occur. Suggest that students investigate which, if any, investment firms offer target date mutual funds with that year.
- Challenge students to create their own stock index. Point out that the Dow Jones Industrial Average includes just 30 companies. Would they have more or less than that? What stocks would they include? How would their index provide investors with diversification? Would they weight the average (like what is done with the Dow) or give equal weight to each stock? What would the current value of their index be now and what was it at two points in the past?

### Standards Correlation

The following standards are addressed in this module.

[National Standards for Personal Financial Education](#) from the Council for Economic Education and Jump\$tart Coalition for Personal Financial Literacy

- IV. Investing 8-2 Common types of financial assets include certificates of deposit (CDs), stocks, bonds, mutual funds, and real estate.
- IV. Investing 8-3 Investors who buy corporate or government bonds are lending money to the issuer in exchange for regular interest payments.
- IV. Investing 8-4 Investors who buy corporate stock become part-owners of a business, benefit from potential increases in the value of their shares, and may receive dividend income.
- IV. Investing 8-5 Instead of buying individual stocks and bonds, investors can buy shares of pooled investments such as mutual funds and exchange-traded funds (ETFs).
- IV. Investing 8-6 Different types of investments expose investors to different degrees of risk.
- IV. Investing 12-1 A person’s investment risk tolerance depends on factors such as personality, financial resources, investment experiences, and life circumstances.
- IV. Investing 12-3 Investors expect to earn higher rates of return when they invest in riskier assets.
- IV. Investing 12-6 When making diversification and asset allocation decisions, investors consider their risk tolerance, goals, and investing time horizon.
- IV. Investing 12-13 Investors often compare the performance of their investments against a benchmark, such as a diversified stock or bond index.
- IV. Investing 12-14 Criteria for selecting financial professionals for investment advice include licensing, certifications, education, experience, and cost.

[National Standards for Business Education](#) from the National Business Education Association

- Personal Finance IV.1.7 Identify the risk/return trade-offs for saving and investing.
- Personal Finance IV.1.11 Explain why individuals should change their savings and investing plans throughout their life cycles.



## Topic 3 Making Charitable Donations

[Launch the Module](#)

### Overview

*What should you look for when making a charitable contribution?* In this module, students explore ways to give to charitable organizations. The module begins with students answering questions about their personal experiences with charity. Students learn about the history of charities and some of the tax benefits charities receive. They explore examples of well-known charities and discover different ways to help these and other organizations. Students also learn factors they should consider before making a charitable contribution.

### Key Learning Objectives

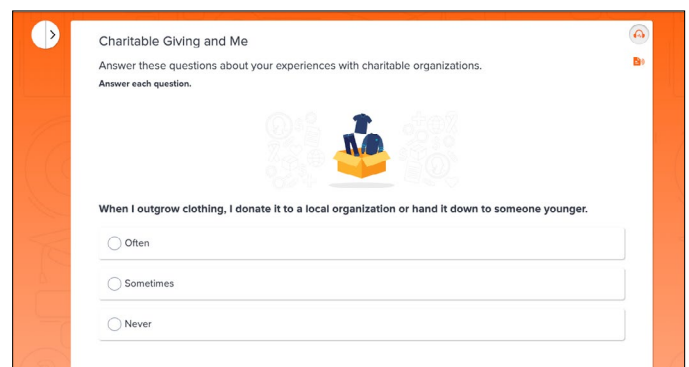
Students will be able to:

- explain how charitable organizations vary from other types of businesses.
- describe the impact charities have in the community and elsewhere.
- list ways people can support charitable organizations.
- identify factors people should consider before donating.

### Setting the Stage

Before the module, engage students by discussing one or more of these questions:

- Have you ever volunteered your time with an organization or know of local organizations that use volunteers?
- Where would you take things, such as clothes you have outgrown, locally to donate them?
- When you think about a charitable organization in the community, what comes to mind?



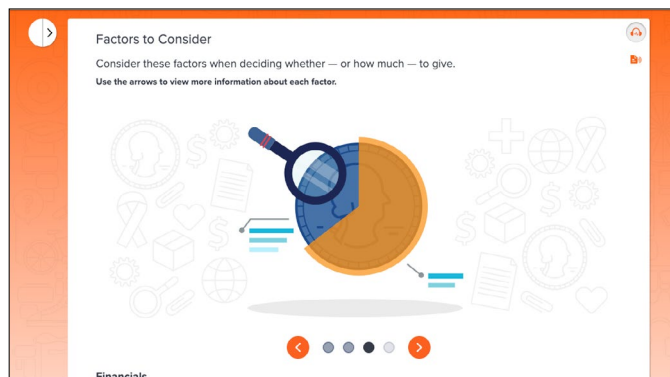
### Section-by-Section Educator Tips

- **Prepare**
  - **Setup:** The module begins with a short introduction to what students can expect to learn in the module. Ask students what they hope to learn about charitable organizations.
  - **Charitable Giving and Me:** Students answer three questions about their own experiences with charities. Ask students who volunteer, donate money, or give items how they learned about the charities they support.
  - **Show What You Know:** The pre-test consists of three questions. Students have one opportunity to answer each question correctly. The correct answer is visible once an answer is submitted, and feedback is provided for both correct and incorrect answers. If using the module in a classroom setting, consider having students vote on answers or call on different students to provide ideas for each question before the students submit their answers.



• **Learn**

- **What are Charitable Organizations?:** Through a video, students learn that charitable organizations have been around for a long time and have evolved to have legal definitions with tax implications. Challenge students to explain how a charity might operate differently than a for-profit business.
- **Examples of Charities:** Four examples of national charities with local offices are examined. Ask students if they are familiar with any of the four or know of others that do similar work.
- **Ways to Give:** Students are encouraged to think of different ways they can support charitable organizations. Remind students that they can help beyond just making monetary contributions. Discuss local charities and ways people know of to help and/or any limitations placed on young people when volunteering.



- **Factors to Consider:** In this section, students learn that it is important to investigate organizations before giving money to them.

Of the factors listed, which do students think are most important? Why should they be hesitant to donate to a charity that invests less than 65% of the money it raises in its programs or services?

• **Reflect**

- Following a short wrap up, students are asked to rank how strongly they agree or disagree with the following statement: I can explain factors to consider when making a charitable donation. Did more students agree with the statement after completing the module than before? If students still disagree at the end, ask them what they still need to know in order to agree with the statement.

**Not quite, give it another try**

Try Again

Skip and continue to the next question.

• **Challenge**

- There are five post-module challenge questions. Students are encouraged to review the information in each section, if needed, before beginning the challenge.
- Students will encounter a variety of question types including matching, multiple choice, classification, and fill-in-the-blank.
- For each question, students have two opportunities to answer correctly. Full credit is given for correct answers on the first try. If students answer incorrectly, they are given an opportunity to try again or skip and continue to the next question. No additional points are given to students who either do not retry the question or retry the question and still answer incorrectly. Partial credit is given to students who correctly answer a portion of a multi-part question or who give the correct answer on a second try. The total number of available points in this module’s post-test is 70.

### Interactive Student Capture Sheets

The [Unit 8 Interactive Student Capture Sheets](#) contain prompts, reflection opportunities, graphic organizers, and more. They are provided in Google Slides and offer a way for students to capture their notes while progressing through each of the self-paced modules. Additionally, they can serve as a means of assessing student progress and comprehension. Below are the prompts included for this topic:

- Name one or more charitable organizations that fit in each category. Think of ones in your community along with those you might have heard of or found online. (Slide 16)
  - Focus on your area or state
  - Support youth or education
  - Work to improve people's health in some way
  - Serve people in other countries
  - Focused on the environment
  - Affiliated with a religion
- In your opinion, is it better to support a charitable organization by donating money or your time? Explain your answer. (Slide 16)
- Corresponding to the module's animation, [Charitable Organizations](#), students are asked to prepare a social media post that relates to the video. If your school has access to the [Discovery Education](#) platform, you can assign a version of this activity within [Studio](#). (Slide 17)
- What do for-profit companies and non-profit organizations have in common? What are some of their differences? (Slide 18)
- If you could create your own charitable organization, what would it do? What impact would it make? (Slide 18)
- List four ways people can support charitable organizations. (Slide 18)
- Imagine you have been tasked with selecting a charitable organization to receive a large donation. What would you look for in each category? (Slide 19)
  - Transparency
  - Mission
  - Financials
- Some people include charitable donations in their personal budgets or spending plans. Think ahead to the future and answer each question below. (Slide 19)
  - Do you anticipate including charitable giving in your budget someday as an adult?
  - If so, approximately what percent of your income can you imagine donating?
  - What will influence this decision?
  - What types of charities would you be most interested in donating to?
- What have you learned in this module about charitable organizations and factors you should consider before donating your time or money? (Slide 20)
- Consider the learning objectives for this module. How do you feel about each one after completing it? (Slide 20)
  - I am confident explaining how charitable organizations vary from other types of businesses.
  - I can describe the impact charities have in the community and elsewhere.
  - I can list ways I could support charitable organizations.
  - I am able to identify factors to consider before donating.

### Extending the Module

Once students complete the module, consider one or more of these extension activities:

- Ask students if they have ever encountered a crowdsourcing fundraising campaign such as those conducted on sites like GoFundMe. How would they determine the accuracy of the information or claims? How do people know that their money is going to the person or organization described?
- Invite a representative from a local nonprofit organization to talk to your class about the work they do in the community, how they raise funds, and ways local teens can become involved.

- Challenge students to investigate how organizations associated with the school raise money and how the funds are used. Examples of organizations include athletic or music booster organizations and student membership groups, such as NHS, DECA, or FFA. How do these organizations account for the money they earn and spend?
- Sometimes scammers pose as charities in order to take money from people. Show students the [Make Your Donations Count](#) video from the Federal Trade Commission. Challenge students to develop an ad that encourages people to be careful when giving to charities.
- Direct students to look up one or more charities of interest using a variety of sources including [Better Business Bureau's Wise Giving Alliance](#), [CharityNavigator](#), [Charity Watch](#), [GuideStar](#), and the [Internal Revenue Service's Tax Exempt Organization](#) search. What information is available from each? Which source did they find to have the most information?

## Standards Correlation

The following standards are addressed in this module.

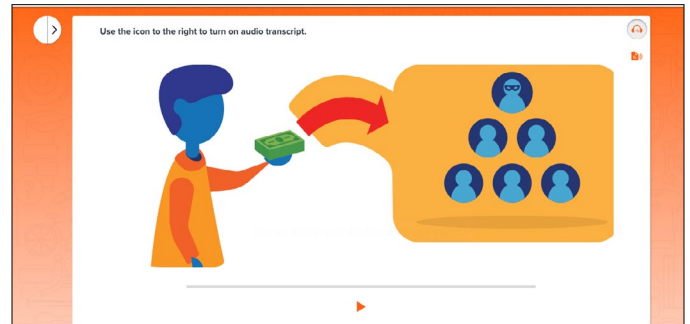
[National Standards for Personal Financial Education](#) from the Council for Economic Education and Jump\$tart Coalition for Personal Financial Literacy

- I. Earning Income 12-9 Tax deductions and credits reduce income tax liability.
- II. Spending 12-7 People donate money, items, or time to charitable and non-profit organizations because they value the services provided by the organization and/or gain satisfaction from giving.

[National Standards for Business Education](#) from the National Business Education Association

- Not applicable for this module





## Topic 4 Avoiding Financial Fraud

[Launch the Module](#)

### Overview

*How can you avoid becoming the victim of financial fraud?* In this module, students learn how to avoid identity theft and various forms of investment fraud. The module begins with a BuzzFeed-style quiz that looks at how vulnerable they might be to scams. They learn statistics about identity theft and steps they can take to avoid becoming a victim. They learn about four common forms of investment fraud, red flags of a scam, and how to report investment-related financial fraud.

### Key Learning Objectives

Students will be able to:

- explain how identity theft can happen to people of all ages.
- give examples of investing scams.
- describe ways to avoid financial fraud.

### Setting the Stage

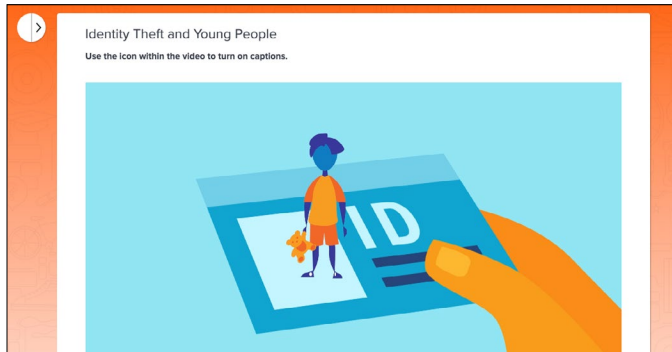
Before the module, engage students by discussing one or more of these questions:

- Do you know anyone who has been the victim of identity theft?
- What kind of behaviors or actions do you think put people at risk for identity theft?
- How would you know if you are a victim of identity theft?

### Section-by-Section Educator Tips

- **Prepare:**

- **Setup:** The module begins with a short video that asks students if they have ever heard of Ponzi schemes or boiler room fraud. Find out if these terms are familiar with students. Some may have heard of them from the news or from movies. Remind students that they will learn more soon in the module.
- **How at Risk Are You?:** Students take a BuzzFeed-style quiz in which they respond to four questions. Based on their responses, they are categorized as either at high, moderate, or low risk for identity theft. Compare the results for students in the class and ask students if the description given matches what they know about themselves as consumers.
- **Show What You Know:** The pre-test consists of three questions. Students have one opportunity to answer each question correctly. The correct answer is visible once an answer is submitted, and feedback is provided for both correct and incorrect answers. If using the module in a classroom setting, consider having students vote on answers or call on different students to provide ideas for each question before the students submit their answers.



• **Learn:**

- **Identity Theft and Young People:** Through a short, animated video, students learn that young people are often victims of identity theft. Challenge students to consider why young people are “easy prey” for criminals. Ask if any students have investigated whether or not they have a credit report already.
- **Prevent Identity Theft:** Students explore five ways teens and young adults become victims and how to prevent each one. Ask students to self-assess themselves. What can they do to better protect themselves from identity theft?
- **Common Investment Scams:** While there are many ways that people can get scammed, this section focuses on three: boiler room scams, Ponzi schemes, and pump and dump scams. Remind students that even informed investors sometimes fall victim to scams.
- **Signs of a Scam:** Students learn four “red flags” to watch for when investing. Challenge students to give an example of what they could do to prevent becoming a victim.
- **Reporting Scams:** There are steps people can take if they think they are a victim of financial fraud. Challenge students to identify who the securities regulator is in your state and find out how to contact them with a consumer issue.

• **Reflect:**

- Following a short wrap up, students are asked to rank how strongly they agree or disagree with the following statement: I know strategies I can take to avoid financial fraud. Did more students

agree with the statement after completing the module than before? If students still disagree at the end, ask them what they still need to know in order to agree with the statement.

**Not quite, give it another try**

Try Again

Skip and continue to the next question.

• **Challenge:**

- There are five post-module challenge questions. Students are encouraged to review the information in each section, if needed, before beginning the challenge.
- Students will encounter a variety of question types including classification, fill-in-the-blank, drop-down, multiple choice, and matching.
- For each question, students have two opportunities to answer correctly. Full credit is given for correct answers on the first try. If students answer incorrectly, they are given an opportunity to try again or skip and continue to the next question. No additional points are given to students who either do not retry the question or retry the question and still answer incorrectly. Partial credit is given to students who correctly answer a portion of a multi-part question or who give the correct answer on a second try. The total number of available points in this module’s post-test is 60.

### Interactive Student Capture Sheets

The [Unit 8 Interactive Student Capture Sheets](#) contain prompts, reflection opportunities, graphic organizers, and more. They are provided in Google Slides and offer a way for students to capture their notes while progressing through each of the self-paced modules. Additionally, they can serve as a means of assessing student progress and comprehension. Below are the prompts included for this topic:

- Corresponding to the module’s animation, [Identity Theft and Young People](#), students are asked to write three interesting facts about the topic, share two reasons the information in the video is important, and write a one-sentence summary of what they learned. If your school has access to the [Discovery Education](#) platform, you can assign a version of this activity within [Studio](#). (Slide 22)
- Review the factors from the Prevent Identity Theft section and answer each question below. (Slide 23)
  - How many of the five could you work on to decrease your risk?
  - Which factor relates the least to you?
  - Which one would require the most effort on your part to improve or change?
- Take notes on each of the following types of investment scam. (Slide 23)
  - Ponzi scheme
  - Boiler room
  - Pump and dump
  - Advance fee
- What “red flags” should you look out for to avoid becoming a victim of a scam? (Slide 24)
- Name four resources you could turn to if you become a victim of a scam. (Slide 24)
- Each state has agencies dedicated to protecting consumers and their finances. Find information on the ones where you live. (Slide 24)
  - State Attorney General
  - State Securities Regulator
  - State Insurance Regulator
  - State Banking Regulator
- If someone asked you about what you learned today, what could you tell them about the key takeaways of this module? (Slide 25)
- Consider the learning objectives for this module. How do you feel about each one after completing it? (Slide 25)
  - I can explain how identity theft can happen to people of all ages.
  - I am able to give examples of investing scams.
  - I am confident describing ways to avoid financial fraud.

### Extending the Module

Once students complete the module, consider one or more of these extension activities:

- In the module, students learn about several different types of investment scams, but there are many others. Invite students to research other forms of investment fraud and abuse including who is likely to become a victim and how people can protect themselves.
- Invite students to discuss identity theft and investment fraud with their families using the [Helping Loved Ones Avoid Identity Theft and Other Financial Abuse Family Connection](#). Ask students to report back on what they discussed and if they took any of the recommended actions.
- The module describes practices that put young people at risk of becoming a victim of identity theft. Direct students to survey classmates about their level of risk and/or which risky behaviors are most prevalent. Challenge students to develop a campaign to encourage better habits amongst students.
- One tactic people can use to avoid falling victim to identity theft is to initiate a credit freeze. Invite students to research what this does, how you freeze your credit, and weigh the benefits and tradeoffs of placing a freeze on their credit.
- Invite students to research recent or common scams using a resource such as the [Federal Trade](#)

[Commission](#) or the [Attorney General](#)'s office in your state. Challenge students to consider who might be a likely victim, what would make a person fall for the scam, and how a consumer can avoid becoming a victim.

- Direct students to play an online game related to scams such as the FTC's [Con 'Em If You Can](#) from the FINRA Investor Education Foundation. Invite students to share what they learned or describe the game and the key takeaways.

### Standards Correlation

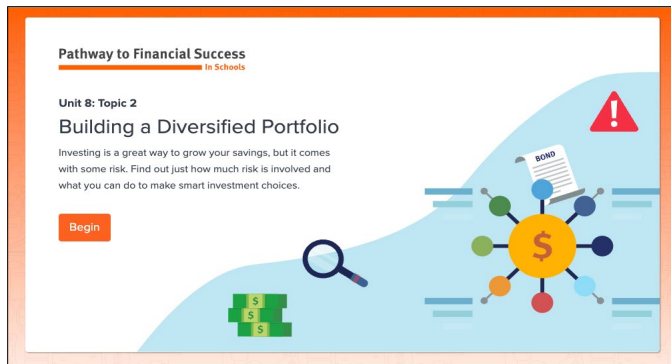
The following standards are addressed in this module.

[National Standards for Personal Financial Education](#) from the Council for Economic Education and Jump\$tart Coalition for Personal Financial Literacy

- II. Spending 12-8 Federal and state laws, regulations, and consumer protection agencies (e.g., Federal Trade Commission, Consumer Affairs office, and Consumer Financial Protection Bureau) can help individuals avoid unsafe products, unfair practices, and marketplace fraud.
- III. Saving 12-5 Government agencies such as the Federal Reserve, the FDIC, and the NCUA, along with their counterparts in state government, supervise and regulate financial institutions to improve financial solvency, legal compliance, and consumer protection.
- IV. Investing 12-12 Federal regulation of financial markets is designed to ensure that investors have access to accurate information about potential investments and are protected from fraud.
- IV. Investing 12-14 Criteria for selecting financial professionals for investment advice include licensing, certifications, education, experience, and cost.
- VI. Managing Risk 8-7 Identity theft is the use of someone else's personal identification information to commit a crime.
- VI. Managing Risk 12-11 Online transactions and failure to safeguard personal documents can make consumers vulnerable to privacy infringement, identity theft, and fraud.

[National Standards for Business Education](#) from the National Business Education Association

- Personal Finance V.1.9 Describe consumer rights, responsibilities, and remedies, giving examples of each.
- Personal Finance V.1.11 Describe consumer assistance services provided by public and private organizations.
- Personal Finance V.1.14 Explain how a consumer can identify and report fraudulent behavior and practice.
- Personal Finance VII.1.23 Analyze the sources of assistance for debt management.
- Personal Finance VIII.1.6 Examine ways to minimize danger and ramifications of identity theft.



## Topic 5

# Getting Help with Financial Decisions

[Launch the Module](#)

## Overview

*Who can you trust for sound financial advice?* In this module, students explore different ways that people can get help making financial decisions. At the beginning of the module, students are asked to consider several financial topics and where they would turn for help. As the module proceeds, they explore ways they can first help themselves by locating sound sources of financial information. Students then consider the role of various financial professionals. Through an animated video, they learn what they should look for and where they can turn for help when trying to determine if someone is trustworthy. Finally, students learn the meaning of the saying “if it sounds too good to be true, it probably is” and the importance of looking out for behavioral biases.

## Key Learning Objectives

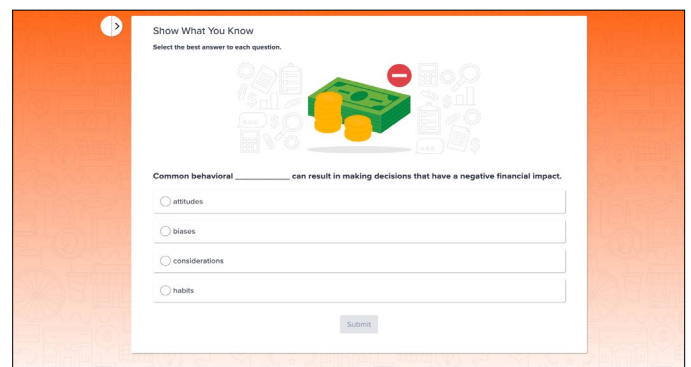
Students will be able to:

- share why people get help with financial decisions.
- give examples of places people can turn for financial advice.
- explain the importance of turning to trustworthy sources for financial advice.

## Setting the Stage

Before the module, engage students by discussing one or more of these questions:

- Where would you turn if you needed financial advice?
- Have you ever asked someone for help with a financial decision? Did they help?
- If you wanted to learn more about a financial topic, are you more likely to ask a friend or family member, read about it, or watch a video? Why?

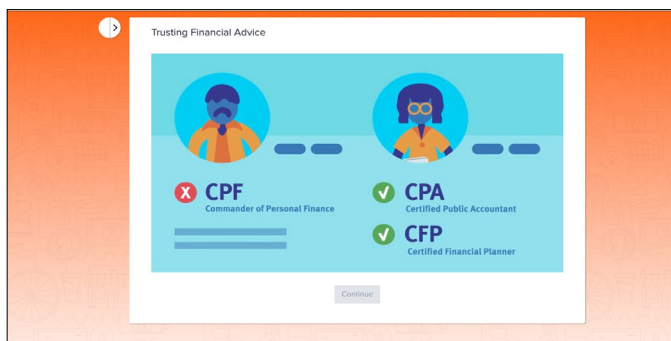


## Section-by-Section Educator Tips

- **Prepare**
  - **Setup:** The module begins with a short animation about making and getting help with financial decisions. Several examples are provided. What would students add to the list?
  - **Where You Turn:** Students are given four scenarios and asked where they would turn for financial advice. Discuss and compare student responses.
  - **Show What You Know:** The pre-test consists of three questions. Students have one opportunity to answer each question correctly. The correct answer is visible once an answer is submitted, and feedback is provided for both correct and incorrect answers. If using the module in a classroom setting, consider having students vote on answers or call on different students to provide ideas for each question before the students submit their answers.

- **Learn**

- **Why Get Advice:** Students flip cards and learn about reasons people often seek financial advice. Ask students for reasons they think people might need help with finances. Do they fit into one or more of these categories? Is there another category they would add?
- **Sources of Advice:** Students swipe through a series of five cards and consider places people can turn for assistance. Point out the value of online calculators such as projecting the value of an investment or seeing how long it will take to pay for something using credit. Ask if students have ever seen people offering financial advice on social media.



- **Financial Professionals:** What help do accountants, bankers, financial planners, and financial counselors offer? Students find out by clicking on each icon. Ask if students have ever encountered anyone who works in one of these fields. Discuss the differences between each and why it is good to turn to experts for certain decisions.
- **Trusting Financial Advice:** Through a video, students discover what they should look for when seeking financial advice. They learn the importance of education and training, how sales commissions might influence some people to give certain advice, and what it means if someone works as a fiduciary. Challenge students to explain why someone earning a commission might be biased and whether or not it would influence their decision to work with someone who earns a commission.

- **Reasons to be Suspicious:** In this section, students explore the term “too good to be true” and learn about behavioral biases. They also learn that the Federal Trade Commission and other agencies help to protect consumers. Discuss agencies in your state that deal with consumer protection, including the state’s attorney general and others.

- **Reflect**

- Following a short wrap up, students are asked to rank how strongly they agree or disagree with the following statement: I feel confident in my ability to get help making financial decisions. Did more students agree with the statement after completing the module than before? If students still disagree at the end, ask them what they still need to know in order to agree with the statement.

- **Challenge**

- There are five post-module challenge questions. Students are encouraged to review the information in each section, if needed, before beginning the challenge.
- Students will encounter a variety of question types including multiple choice, true/false, matching, and fill-in-the-blank.
- For each question, students have two opportunities to answer correctly. Full credit is given for correct answers on the first try. If students answer incorrectly, they are given an opportunity to try again or skip and continue to the next question. No additional points are given to students who either do not retry the question or retry the question and still answer incorrectly. Partial credit is given to students who correctly answer a portion of a multi-part question or who give the correct answer on a second try. The total number of available points in this module’s challenge section is 70.

### Interactive Student Capture Sheets

The [Unit 8 Interactive Student Capture Sheets](#) contain prompts, reflection opportunities, graphic organizers, and more. They are provided in Google Slides and offer a way for students to capture their notes while progressing through each of the self-paced modules. Additionally, they can serve as a means of assessing student progress and comprehension. Below are the prompts included for this topic:

- Share your responses from the Where You Turn section (family or friends, financial professionals, internet search). (Slide 27)
  - Deciding how to finance higher education
  - Knowing how to prepare taxes
  - Getting out of debt
  - Choosing investments
- Share one or more examples for each reason people might seek financial advice. (Slide 27)
  - Plan Ahead
  - Fix Mistakes
  - Life Happens
  - New Options
- There are many places that you can turn to learn more about personal finance. Fill in the table below with at least two examples for each category. Try to find ones that you think would be useful to you now or in the future. (Slide 28)
  - Online Calculator
  - Experts on Social Media
  - Podcast
  - Book
- Of the sources you listed below, which interests you the most? Why? (Slide 28)
- There are many types of financial professionals. Take notes on what each kind does and information you should know before using them. (Slide 29)
  - Accountants
  - Bankers
  - Financial Planners
  - Financial Counselor
- Some people want to handle their finances completely on their own. Others would prefer to turn that responsibility over to professionals. Do you fit one of those descriptions or are you somewhere in between? Are there some aspects of your finances that you'd especially want help with? Explain. (Slide 29)
- Corresponding to the module's animation, [Trusting Financial Advice](#), students are asked to write a Haiku poem using what they learned from the video. If your school has access to the [Discovery Education](#) platform, you can assign a version of this activity within [Studio](#). (Slide 30)
- In your own words, what does it mean when a financial professional is paid through a commission? (Slide 31)
- What are some of the pros and cons of working with a financial professional who earns a commission? (Slide 31)
- Provide at least one example of each reason to be suspicious when it comes to taking financial advice. (Slide 31)
  - Too Good to Be True
  - Behavioral Biases
  - Loss Aversion
- What is a fact you already knew that connects with this module? (Slide 32)
- What is something you'd still like to know about the topic of getting help from financial professionals? (Slide 32)
- Consider the learning objectives for this module. How do you feel about each one after completing this topic? (Slide 32)
  - I can share why people get help with financial decisions.
  - I am able to give examples of places I can turn for financial advice.
  - I am confident explaining the importance of turning to trustworthy sources for financial advice.

### Extending the Module

Once students complete the module, consider one or more of these extension activities:

- Use the [Financial Job Fair](#) classroom activity to engage students in exploration of careers that involve providing financial advice.
- Direct students to locate and explore several financial calculators. Direct them to find ones from various sources and compare and contrast the functionality. Was one easier to use than another?
- Invite students to locate social media accounts they might follow for financial wisdom and advice. What do they like about the content that is provided? Is the person trustworthy? Do they advertise any products or services?
- Challenge students to locate a podcast on a personal finance topic that interests them. After listening, direct them to write a review sharing what they learned and whether they found it useful.
- Introduce students to the Federal Trade Commission's consumer website (<https://consumer.ftc.gov>). Invite them to find information that applies to them and describe what they learned.

### Standards Correlation

The following standards are addressed in this module.

[National Standards for Personal Financial Education](#) from the Council for Economic Education and Jump\$tart Coalition for Personal Financial Literacy

- II. Spending 12-8 Federal and state laws, regulations, and consumer protection agencies (e.g., Federal Trade Commission, Consumer Affairs office, and Consumer Financial Protection Bureau) can help individuals avoid unsafe products, unfair practices, and marketplace fraud.
- III. Saving 12-5 Government agencies such as the Federal Reserve, the FDIC, and the NCUA, along with their counterparts in state government, supervise and regulate financial institutions to improve financial solvency, legal compliance, and consumer protection.

- III. Saving 12-9 There are many strategies that can help people manage psychological, emotional, and external obstacles to saving, including automated saving plans, employer matches, and avoiding personal triggers.
- IV. Investing 12-9 Common behavioral biases can result in investors making decisions that adversely affect their investment outcomes.
- IV. Investing 12-10 Financial technology can counterbalance negative behavioral factors when making investment decisions.
- IV. Investing 12-11 Many investors buy and sell financial assets through discount brokerage firms that provide inexpensive investment services and advice using financial technology.
- IV. Investing 12-12 Federal regulation of financial markets is designed to ensure that investors have access to accurate information about potential investments and are protected from fraud.
- IV. Investing 12-14 Criteria for selecting financial professionals for investment advice include licensing, certifications, education, experience, and cost.
- V. Managing Credit 12-10 Borrowers who face negative consequences because they are unable to repay their debts may be able to seek debt management assistance.

[National Standards for Business Education](#) from the National Business Education Association

- Personal Finance V.1.11 Describe consumer assistance services provided by public and private organizations.
- Personal Finance VII.1.23 Analyze the sources of assistance for debt management.



# Classroom Activities

This unit includes two hands-on classroom activities. The first is in Topic 2: Build Your Own Portfolio, and the second is in Topic 5: Financial Job Fair. Below are brief descriptions of each activity, along with the learning objectives and the applicable national standards.

**Pathway to Financial Success**  
In Schools

**UNIT 8**  
Growing and Protecting Your Finances

**Title**  
**Build Your Own Portfolio**

**LEARNING OBJECTIVE(S)**  
Students will:

- research information about familiar companies.
- develop a diversified portfolio of stocks representing various

**Topic**  
Building a Diversified Portfolio

**Overview**  
*How can you limit your risk when investing?* After brainstorming a list of brands and companies with which students are familiar, they work in small groups to

## Topic 2 Build Your Own Portfolio

[Go to Activity](#)

### Overview

*How can you limit your risk when investing?* After brainstorming a list of brands and companies with which students are familiar, they work in small groups to categorize companies by sector. Students discuss the need to have a diversified portfolio and then work individually to create a portfolio with at least ten companies from three or more sectors.

### Learning Objectives

Students will:

- research information about familiar companies.
- develop a diversified portfolio of stocks representing various sectors of the economy.

### Standards Correlation

[National Standards for Personal Financial Education](#)

from the Council for Economic Education and Jump\$tart Coalition for Personal Financial Literacy

- IV. Investing 8-1 Investors in financial assets expect an increase in value over time (capital gain) and/or receipt of regular income, such as interest or dividends.
- IV. Investing 8-2 Common types of financial assets include certificates of deposit (CDs), stocks, bonds, mutual funds, and real estate.
- IV. Investing 8-4 Investors who buy corporate stock become part-owners of a business, benefit from potential increases in the value of their shares, and may receive dividend income.
- IV. Investing 12-6 When making diversification and asset allocation decisions, investors consider their risk tolerance, goals, and investing time horizon.

[National Standards for Business Education](#) from the

National Business Education Association

- Personal Finance IV.1.9 Apply criteria for choosing a savings or investment instrument (e.g., market risk, inflation risk, interest rate risk, political risk, liquidity, and minimum amount needed for investment).
- Personal Finance IV.1.21 Explain how and why the stock market functions.

### Interactive Student Capture Sheets

The Unit 8 Interactive Student Capture Sheets do not include the student capture sheets from this activity.

Pathway to Financial Success  
In Schools



UNIT 8  
Growing and Protecting Your Finances

**Title**  
**Financial Job Fair**

**LEARNING OBJECTIVE(S)**

Students will:

- identify professionals who can help them with their finances.
- explain the role of financial professionals in helping

**Topic**  
Getting Help with Financial Decisions

**Overview**  
*How do you get help with your finances? After brainstorming jobs that help people with various aspects of their lives, students consider the role of financial*

## Topic 5

# Financial Job Fair

[Go to Activity](#)

## Overview

How do you get help with your finances? After brainstorming jobs that help people with various aspects of their lives, students consider the role of financial professionals. They work in groups to research accountants, financial counselors, insurance agents, personal financial advisors, and real estate agents. Students host a mock job fair with each group hosting a table with information about the job they researched.

## Learning Objectives

Students will:

- identify professionals who can help them with their finances.
- explain the role of financial professionals in helping people.
- describe a situation in which they might turn to a financial professional for help.

## Standards Correlation

[National Standards for Personal Financial Education](#)

from the Council for Economic Education and Jump\$tart Coalition for Personal Financial Literacy

- II. Spending 12-8 Federal and state laws, regulations, and consumer protection agencies (e.g., Federal Trade Commission, Consumer Affairs

office, and Consumer Financial Protection Bureau) can help individuals avoid unsafe products, unfair practices, and marketplace fraud.

- III. Saving 12-5 Government agencies such as the Federal Reserve, the FDIC, and the NCUA, along with their counterparts in state government, supervise and regulate financial institutions to improve financial solvency, legal compliance, and consumer protection.
- IV. Investing 12-9 Common behavioral biases can result in investors making decisions that adversely affect their investment outcomes.
- IV. Investing 12-11 Many investors buy and sell financial assets through discount brokerage firms that provide inexpensive investment services and advice using financial technology.
- IV. Investing 12-12 Federal regulation of financial markets is designed to ensure that investors have access to accurate information about potential investments and are protected from fraud.
- IV. Investing 12-14 Criteria for selecting financial professionals for investment advice include licensing, certifications, education, experience, and cost.
- VI. Managing Risk 12-10 Insurance fraud is a crime that encompasses illegal actions by the buyer (e.g., falsified claims) or seller (e.g., representing non-existent companies) of an insurance contract.

[National Standards for Business Education](#) from the National Business Education Association

- Personal Finance V.1.11 Describe consumer assistance services provided by public and private organizations.

## Interactive Student Capture Sheets

The Unit 8 Interactive Student Capture Sheets do not include the student capture sheets from this activity.






# Family Connection

A Family Connection accompanies each high school unit in the Pathway to Financial Success in Schools program. Each one features an overview of the unit along with conversation starters and activities the family can do to reinforce the unit's lessons. This unit's family connection is [Helping Loved Ones Avoid Identity Theft and Other Financial Abuse](#). It offers prompts that help families talk about identity theft, including how young people can be unknowing victims. Parents and guardians learn strategies to help their teens avoid becoming victims as well as making sure they are not ones already. Additional resources are also provided to further assist parents and guardians.






# Additional Units

This is the last of eight high school units in the [Pathway to Financial Success in Schools](#) program. Each one features self-paced modules, interactive student capture sheets, classroom activities, and a family connection. Consider opportunities to use these other resources in your unit or course. Please see the [Pathway to Financial Success High School Educator Program Guide](#) for additional program details.






## High School Program-at-a-Glance

-  Educator Unit Guide
-  Interactive Student Capture Sheets
-  Family Connection
-  Self-Paced Module
-  Classroom Activity






### Unit 1: Being Financially Responsible

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|--|--|---|---|--|
| 1.1 Imagining Your Financial Future<br> | 1.2 Setting SMART Financial Goals<br> | 1.3 Examining Money Habits<br> | 1.4 Budgeting for Success<br> | 1.5 Spending Wisely<br> |
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### Unit 2: Using Financial Services

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|---|---|---|--|--|
| 2.1 Understanding Financial Institutions<br> | 2.2 Deciding Where and How to Bank<br> | 2.3 Opening New Accounts<br> | 2.4 Using Mobile Banking<br> | 2.5 Making Everyday Purchases<br> |
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### Unit 3: Financing Your Future

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|--|---|---|--|--|
| 3.1 Exploring Earning Potential<br> | 3.2 Weighing Your Career Options<br> | 3.3 Choosing Your Path after High School<br> | 3.4 Financing Higher Education<br> | 3.5 Understanding Education Financing Options<br> |
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### Unit 4: Getting Paid

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|---|---|---|--|--|
| 4.1 Preparing for Work<br> | 4.2 Calculating Different Types of Pay<br> | 4.3 Comparing Job Offers<br> | 4.4 Paying Taxes<br> | 4.5 Creating Your Own Job<br> |
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### Unit 5: Paying Yourself First

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|---|--|--|--|--|
| 5.1 Deciding to Save Money<br> | 5.2 Setting Savings Goals<br> | 5.3 Finding Money to Save<br> | 5.4 Growing Savings Through Interest<br> | 5.5 Choosing a Savings Method<br> |
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### Unit 6: Using Credit Wisely

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|---|--|--|---|--|
| 6.1 Understanding Credit<br> | 6.2 Deciding When to Use Credit<br> | 6.3 Checking Your Credit Report<br> | 6.4 Improving Your Credit Score<br> | 6.5 Managing Debt<br> |
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### Unit 7: Making Major Financial Decisions

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|---|---|--|--|---|
| 7.1 Paying for a Vehicle<br> | 7.2 Renting or Buying a Home<br> | 7.3 Understanding Insurance<br> | 7.4 Choosing an Insurance Plan<br> | 7.5 Understanding Your Consumer Rights<br> |
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### Unit 8: Growing and Protecting Your Finances

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|--|---|--|--|--|
| 8.1 Understanding Investing Options<br> | 8.2 Building a Diversified Portfolio<br> | 8.3 Making Charitable Donations<br> | 8.4 Avoiding Financial Fraud<br> | 8.5 Getting Help with Financial Decisions<br> |
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## Key Terms

### Accountant

An individual who helps people and businesses manage their finances, in particular with filing taxes

### Boiler Room Fraud

An investment scam in which a fake investment office and staff are used to convince victims to invest

### Bond

A loan given to a corporation or government in exchange for an agreed-upon payment of interest

### Brokerage Firm

Business that provides services related to the buying and selling of stocks, bonds, and mutual funds

### Charitable Organization

An organization that exists to serve a specific charitable purpose such as advancement of religion, education, or science; eliminating prejudice and discrimination; or defending human or civil rights

### Diversification

Holding a mix of different kinds of investments to achieve growth and lower risk

### Exchange-Traded Fund

Collections of stocks and/or bonds that can be traded at any time of the day unlike mutual funds that are traded only at the closing price (also called ETFs)

### Fiduciary

A person or organization that acts on behalf of someone else, putting the clients' interests ahead of their own

### Financial Advisor or Planner

An individual who provides financial advice to help people manage their money and plan for their financial future, including strategies to save and invest

### Financial Counselor

An individual who helps clients tackle financial topics such as budgeting, debt, and saving by providing advice and information

### Identity Theft

A crime in which someone acquires and wrongly uses another person's personal information

### Invest

Using money in a way that offers potential growth in the amount with some risk of loss

### Investment Portfolio

All the investments a person owns

### Mutual Fund

A collection of stocks and/or bonds managed by a professional financial planner

### Ponzi Scheme

An investment scam that lures investors and pays profits to earlier investors with funds from more recent ones

### Portfolio

A person's collection of different investments

### Pump and Dump Scam

A form of securities fraud that involves artificially inflating the price of an owned stock through false and misleading positive statements in order to sell the cheaply purchased stock at a higher price

### Return

The amount of money made or lost on an investment

### Risk

The possibility of loss

### Stock

An ownership share in a company that you can sell later

### Stock Index

A specific collection or list of investments whose performance is tracked and reported, examples include the Dow Jones Industrial Average and the S&P 500