



Financial Literacy High School Program Schedule

Whether your program can implement your financial literacy activities on a regular daily or weekly basis or a less frequent monthly timeline, these sample program ideas will help you to develop a schedule. While creating the schedule, be sure to vary activities enough that youth feel like they are participating in more than an extended school day. Provide opportunities to make decisions, move around and pursue personal interests, in addition to completing required tasks and activities. **Use this six-week financial literacy programming schedule for high school students to help you develop a schedule that meets your needs and logistics.**

Financial Literacy Program Activity: High School Students	
Average Duration: 6 weeks (adapt timeline based on program time, availability of resources, targeted needs, etc.)	
Sample SMART Goals addressed: <ul style="list-style-type: none"> • By the end of the program year, 61% of high school students participating in the financial literacy program will understand key concepts of banking including the differences between a personal checking and savings account as measured by pre- and postassessment • By the end of the program year, 82% of high school students participating in the financial literacy program will be able to identify how credit card interest is calculated and affects a credit card balance as measured by pre- and postassessment • By the end of the program year, 87% of high school students participating in the financial literacy program will demonstrate the ability to utilize financial literacy resources, partners, and tools to help address personal concerns as measured by pre- and postassessment 	
	Program Action: What are students learning and doing?
Week 1: Earning and Understanding Income Tax	<ul style="list-style-type: none"> • Students will identify different types of jobs and discuss how money is earned. They will begin brainstorming potential career options based on their interests and strengths. Guide students in researching job postings or entrepreneurial descriptions for their selected careers in order to identify typical roles and responsibilities, necessary credentials, and salary averages. If access to online resources are unavailable, the local library can be utilized to help with supplying books about different types of jobs. • Invite guest speakers to talk about their jobs. Be sure to include a variety of job types. Ask speakers to talk about why a they chose their job and what they like and don't like about it. • Have students take on the role of a hiring manager or entrepreneur and create their own job postings for at least three different career choices.





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	<ul style="list-style-type: none">• Have students review a mock paycheck to discuss what the various deductions are for. Talk about paying income tax, including whether your state has a state income tax in addition to the federal income tax.
Week 2: Spending	<ul style="list-style-type: none">• Students will look at different types of money/payments, including emerging forms of digital money and automatic payments. Ask students what are some examples in which they have seen financial transactions or sales occur without actual money or payment cards ever changing hands. (i.e., internet sales and cash exchange applications)• Have students write about instances where they have seen or experienced different ways of exchanging money.
Week 3: Making Sense of Interest	<ul style="list-style-type: none">• Explore the power of compounding in both saving and borrowing. Compare the rates for each and the impact on debt and savings.• If online access is available, students can utilize online simulations of how money put into savings or investments can grow with interest. Likewise, they can look at what happens on credit card balances if only minimum payments are made.• If students do not have individualized access to computers, facilitators can utilize credit card simulator charts, and materials found at their local free credit information organizations or other partner organizations.



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<p>Week 4: Determining Credit Worthiness</p>	<ul style="list-style-type: none">• Ask students to think about their last purchase and how they paid for it. Did they use cash, debit, credit or write a check? Have students share their purchases and engage the class in a discussion about the differences between paying with cash, debit, credit and checks.• Students will discuss how they feel a person gets or builds credit and who provides credit. Ask students if they've ever loaned money, clothes or any other item to a friend, and whether they expected to get the item back. Explain that loaning out money, clothes and items are all examples of lending credit.• Have students identify a favorite item that is of great value to them, and imagine they will loan the favorite item to a stranger. Ask what factors they would consider before letting someone borrow the item. Would they consider age, past actions, something else? Have students write a list of potential factors on the board and vote on whether each factor would affect their decision. Tally votes on the board.• Explain to students that lenders use specific factors to determine whether a person is "creditworthy" and eligible for a loan. Students can discuss these five key factors:<ul style="list-style-type: none">○ Payment history (whether you pay your bills on time)○ Amount owed to current creditors○ Length of credit history (in general, the longer you've had access to credit and paid your bills on time, the better)○ Types of credit used (e.g., car and mortgage payments are often viewed as "better" debt than consumer credit card debt)○ Number of open accounts (lenders can be wary of borrowers with too much credit available)• These factors are compiled on a person's credit report, with an overall credit score that tells lenders how risky it is to lend to that borrower.• Have students research online the costs of purchasing and owning a car. Have students think about costs such as car insurance, gas, likely repairs and routine maintenance, as well as looking closely at the cost of a vehicle loan. <p>See Money Math FINRA lessons listed in the Learn More Library for more ideas about activities connected with buying and owning a car.</p>
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Week 5: Creating Budgets	<ul style="list-style-type: none">• Have students prepare a detailed budget that lists expenses for various situations. These might include living expenses as a college student, a high school graduate with a job, or a high school graduate entering an apprentice or training program. Let students choose which to do in preparation for sharing and comparing the following week. Make sure students include costs that might be overlooked, such as the cost of health insurance.
Week 6: Adjusting Budgets	<ul style="list-style-type: none">• Share budgets and discuss money issues related to various students' hypothetical budgets. Discuss projected changes in those budgets in five years in terms of both inputs and outputs.