



Financial Literacy Middle School Program

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 for students 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 middle school students to help you develop a schedule that meets your needs and logistics.**

Financial Literacy Program Activity: Middle 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, 70 percent or more of middle school students who participate in the financial literacy program will demonstrate familiarity with the benefits of banking, insuring their money and securing their money so they don't misplace it as measured by pre- and postassessment • By the end of the program year, 57 percent of middle school students who participate in financial literacy activities will understand how taxes affect their earning, spending and saving decisions as measured by pre- and postassessment • By the end of the program year, 66 percent of students who participate in the financial literacy program will be able to calculate simple interest and recognize how it affects saving and borrowing decisions as measured by pre- and postassessment 	
	Program Action: What are students learning and doing?
Week 1: Earning	<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. Facilitators will 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 is unavailable, the local library can be used 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 they chose their job and what they like and don't like about it. • Students will 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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Week 2: How Banking Works	<ul style="list-style-type: none">• Invite a speaker/facilitator who can discuss the nature of banks, including the difference between checking and savings accounts. Also, have presenter briefly discuss how debit cards differ from credit cards and the difference between banks and credit unions.• Have students participate in check-writing exercises using mock checks.• Turn the classroom into a mock bank, where students have assigned roles and must complete simple banking transactions using sample checks, debit cards, deposit/withdrawal slips and play money.
Week 3: Making Sense of Interest	<ul style="list-style-type: none">• Students will explore the power of compounding interest in both saving and borrowing. <p>Tip: Middle school students start learning about percentages and interest in math class, generally starting around sixth grade. This is a perfect opportunity to coordinate with the school-day program by reinforcing work on percentages with real examples of how interest can make savings and debt grow. At this level, keep examples relatively simple, using interest charged at fixed intervals rather than continuous compounding.</p> <ul style="list-style-type: none">• If online access is available, students can use online simulations of how money, when put into savings or investments, can grow with interest. Likewise, they can look at what happens to credit card balances if only minimum payments are made.• If students do not have access to individual computers, facilitators can use credit card simulator charts and free materials from local credit information organizations.





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Week 4: Introduction to Taxes and Setting Financial Goals	<ul style="list-style-type: none">• Students will discuss how income tax is calculated as a certain percentage of earnings that is paid to federal and some state governments. Students can participate in exercises where they have a play money salary and must calculate how much of their earnings would be paid in taxes. They will make spending and saving decisions based on their calculations.• Have students discuss sales tax as an additional charge on purchased items according to state and local government laws. Ask students how they feel tax payments affect their spending and saving practices or decisions. <p>Tip: Many middle school students will be more familiar with sales tax than other types of taxes if they live in a state where they have had to pay taxes on purchases.</p> <ul style="list-style-type: none">• Explain to students how most taxes are used to invest money back into federal, state and local government efforts. For example, taxes help to pay for road repairs, education and police forces. Ask students about ways they feel taxes have been invested and impactful on a federal level or in their state, city, community and neighborhood.
Week 5: Planning/Budgeting	<ul style="list-style-type: none">• Have students help to plan an event, such as a small-group activity or celebration, that requires budgeting and planning. For example, students might plan a cooking activity for which they must determine the ingredients needed and plan a budget and shopping list.• Students at this level can begin to use a spreadsheet as a computational and organizational tool. Spreadsheets can be simple tables constructed on paper or can easily be set up on a computer or handheld device.
Week 6: Sharing/Giving	<ul style="list-style-type: none">• Offer students an opportunity to explore various charitable outlets. Have discussions about where charity might fit in a personal or family budget if someone chooses to make this part of their spending.

