



# Financial Education Made Easy

HSFPP CURRICULUM OVERVIEW

Learn More at [HSFPP.org](https://www.hsfpp.org)

TRUSTED | TURNKEY | NONCOMMERCIAL | FREE

# Teach teens financial literacy with confidence and ease.

## If only figuring out your own finances was this simple!

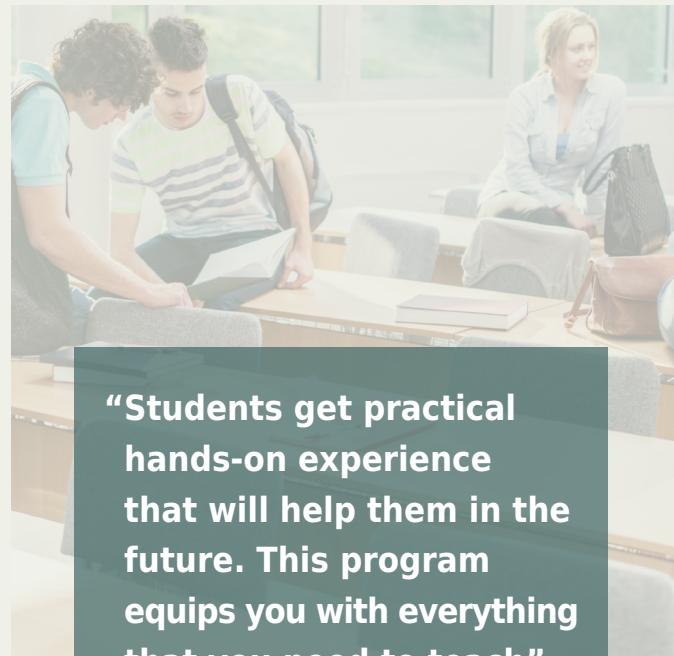
The High School Financial Planning Program® (HSFPP), brought to you by the National Endowment for Financial Education® (NEFE®), is a free, turnkey curriculum helping equip more than 11.5 million students across the country with a solid foundation for financial independence.

### Quality Instructional Content

- Hands-on curriculum designed by subject experts and educators
- Relevant for teens in Grades 8 – 12
- Standards-aligned, effective lessons focus on targeted learning outcomes
- Real-world application
- Intuitive, with little teacher prep required

### Flexible, No-Cost Program

- Adaptable to your teaching style and time frame
- Ability to use lessons alone or with other resources
- Fits 45-minute classes or expands for block schedules
- All instructional resources available online
- Student guide books available online or shipped free



**“Students get practical hands-on experience that will help them in the future. This program equips you with everything that you need to teach”**

Allison  
HSFPP Instructor  
Sparta, OH



### Quality, unbiased, turnkey curriculum at no cost!

Funding for HSFPP provided by the National Endowment for Financial Education (NEFE), a private, nonprofit foundation wholly dedicated to inspiring empowered financial decision making for individuals and families throughout every stage of life.

**Give teens personal finance skills they can use today.**

## **Six Personal Finance Modules**



### **1. MONEY MANAGEMENT**

**Control Your Cash Flow**

Goal Setting | Decision Making | Spending Plan & Budget | Money Management Tips

### **2. BORROWING**

**Use—Don't Abuse**

Application Process | Loans | Credit Cards | Costs | Credit Score | Debt | Rights & Responsibilities

### **3. EARNING POWER**

**More Than a Paycheck**

Earning Potential | Career Plan | Life Stages | Employee Benefits | Take-Home Pay | Lifestyle

### **4. INVESTING**

**Money Working for You**

Savings | Investing | Goals | Options | Risks & Rewards | Time Value of Money | Diversification | Plan

### **5. FINANCIAL SERVICES**

**Care for Your Cash**

Account Types | Fees | Service Options | Transaction Tracking | Automation | Identity Protection

### **6. INSURANCE**

**Protect What You Have**

Risk Management | Costs | Claims | Insurance Types | Coverage Decisions | Insurability Factors

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## **Curriculum Components**

The HSFPF provides all the instructional materials and resources you need to meet financial education standards. Keep reading for an overview of the program components.

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**ACCESS TODAY AT [HSFPF.ORG](https://www.hsfpf.org)**



# STUDENT GUIDE BOOKS

**Student guide books** make learning relevant to real life.

- Six student guides, one for each module
- Storytelling to show relevance
- Activities embedded into the guide books



Order free printed materials for your students at [HSFPP.org/Register](http://HSFPP.org/Register)

DOWNLOAD A STUDENT GUIDE

ACCESS TODAY AT [HSFPP.ORG](http://HSFPP.ORG)



# TEACHER LESSON PLANS

Teacher lesson plans help you teach financial literacy with confidence.

- Tips to guide preparation
- Detailed notes to guide facilitation
- Supplementary activities for learning beyond class



TEACHER LESSON PLAN

**Lesson 1-4: Spending Plan**

| LEARNING TASKS  | TEACHING NOTES   | MATERIALS              |
|---|--|------------------------|
| <p><b>TAKING IT HOME</b></p> <p>Complete the JumpStart Reality Check.</p>               | <p><b>PROCEDURE</b></p> <p>In-class or out-of-class assignment</p> <p>□ Challenge students to complete the JumpStart site with local data. Compare the JumpStart site with local data. Living can vary from place to place, as do the help prepare students by having them research and by asking to see the necessary household items may pay, including water, electricity, gas, trash, recycling, cable, Internet, landline phone taxes, etc. This will help give students a realistic lifestyle choices they will make and what the Resources:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.jumpstart.org/reality-check.html">www.jumpstart.org/reality-check.html</a></li> <li>• The California Career Resource Network "Reality Check" (<a href="http://www.californiarealitycheck.org">www.californiarealitycheck.org</a>)</li> </ul> | <p>Internet access</p> |
| <p><b>EXTENSION</b></p> <p>Create a spending plan for a class trip or club project.</p> | <p><b>PROCEDURE:</b></p> <p>In-class or out-of-class assignment</p> <p>□ Challenge students to use what they have learned and create spending plans as they prepare for a club project. Provide guidance to get them to estimate the anticipated costs of the trip or project. The amount of money students need to contribute to the estimated costs.</p>   |                        |

**EXTENSION**

Are you involved with a class or youth group project that involves planning? Work with the group planners to create a spending plan. Start out by setting goals, and then estimate the expected expenses. Use the model to identify income options to create a realistic spending plan.

**TAKING IT HOME**

What kind of lifestyle do you expect to have? With an adult, compare what your budget might be when you live on your own. (V) The adult can help explain how the different lifestyle choices you can also give you a better idea of what items you need to have—those that are WANTS—cable or Internet access. He or she can also let as medical expenses or a pet.

This short activity will let you know roughly how much you would need to live on your own. It will also give you an idea of how much education your desired lifestyle. Talk to the adult about how a job can influence lifestyle choices can impact the job you get.

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TEACHER LESSON PLAN

**Lesson 1-4: Spending Plan**

| LEARNING TASKS   | TEACHING NOTES   | MATERIALS |
|--|--|-----------|
| <p><b>1. Brainstorm a list of tricks stores use to get you to buy things. Think about your experience before you shop as well as when you go into a store. Be sure to include online shopping experiences!</b></p>       | <p><b>PROCEDURE</b></p> <p>□ Ask students to brainstorm ways sales and marketing tactics to entice these questions to prompt the brain mapping works well for this brain</p> <ul style="list-style-type: none"> <li>• What is in the store window to techniques are used to get you</li> <li>• What is the first thing you see you ever tempted to buy it?</li> <li>• What do you have to walk past want to buy? Did you ever pick</li> <li>• When standing in line at the anything on display to buy?</li> <li>• When you get your item, do you that will encourage you to come dates?</li> </ul> <p><b>EXTENSION:</b> For an alternate version a car sales pitch. If they have gone things did the salesperson do to encourage students to go to a local mind and see what the salesperson spend more money for a more expensive</p> |           |
| <p><b>2. Life happens! There are so many things that happen to us that we don't plan for. Most times, these accidents cost us money. Estimate what a "repair" might cost for incidents that could involve teens.</b></p> | <p><b>PROCEDURE</b></p> <p>□ [Slide 3] Transition into the Learning Outcomes in the Student Learning ahead on how to spend money on overspending or buying something</p> <p>□ By the end of this lesson, the students a spending plan that is reasonable</p> <p>□ [Slide 4] Transition into the activities any accidents they have encountered that resulted in repair or replacement</p> <p>□ Arrange for students to work in (2-3 students). Assign each group to estimate the repair or replacement situations. Post costs for the whole</p>  |           |

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TEACHER LESSON PLAN

**Lesson 1-4: Spending Plan**

**OVERVIEW**

You've analyzed what you've been spending money on and set some SMART goals to strive for. Now, the rubber meets the road and it's time to start making it happen. Your next step is to create the road map that will guide you to your destination: success.

Your map is a spending plan or budget. It should detail exactly how you're going to use your money to pay for the things you want. An effective spending plan not only multiplies your chances of success, it also helps make the journey faster and easier.

In this lesson, you will develop the skills you will need to create an effective spending plan.

**LEARNING OUTCOMES**

In this lesson students will learn how to create a spending plan (aka budget). Along the way they will:

- Discuss how a spending plan can help an individual manage spending habits.
- Describe what a spending plan is.
- Explain how to use a spending plan.

Students will use what they learn to create a plan to guide their spending, particularly for large purchases.

**PREPARATION**

- Order a Module 1 Student Guide for each student. The Guide can also be downloaded to view from the HSFP website or copied to distribute to student.
- Preview the lesson PowerPoint presentation, learning tasks, and Module 1 Student Guide, particularly pages 22-31.
- Print or download the Student Learning Plan for this lesson so each student has a copy.

**WHAT YOU WILL NEED**

- Module 1 Student Guide (pages 22-31)
- PowerPoint Presentation 1-4
- Student Learning Plan 1-4
- Activity 1.7: My Income
- Activity 1.8: My Expenses
- Task: Maya's Spending Plan
- Challenge 1-C: My Spending Plan (Performance Assessment)
- Calculators, Tasks 4 and 5
- Spending Plan template, Tasks 4 and 5
- Internet access, Task 4

**NOTES:**

Approximate time: 45 minutes (minimum) – 90 minutes (with extension activities)

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Lesson 1-4: Spending Plan  
June 2014

DOWNLOAD A LESSON PLAN

ACCESS TODAY AT HSFP.ORG

# STUDENT LEARNING PLANS

**Student learning plans** engage teens in lessons about financial literacy.

- Expected learning outcomes
- Hands-on, practical activities
- Options to extend practice beyond the classroom



## STUDENT LEARNING PLAN

### Lesson 1-4: Spending Plan



#### OVERVIEW

You've analyzed what you've been spending money on and set some SMART goals to strive for. Now, the rubber meets the road and it's time to start making it happen. Your next step is to create the road map that will guide you to your destination: success.

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- ☒ Discuss how a spending plan can help you manage your spending habits.
- ☒ Describe what a spending plan is.
- ☒ Explain how to use a spending plan.

You will use what you learn to create a plan to guide your spending, particularly for large purchases.

#### LEARNING TASKS

These tasks match pages 22-31 in Student Guide 1.

|       |  |
|-------|--|
| __ 1. | Brainstorm a list of tricks stores use to get you to buy things. Think about your experience <i>before</i> you shop as well as when you go <i>into</i> a store. Be sure to include online shopping experiences!  |
| __ 2. | Life happens! There are so many things that happen to us that we don't plan for. Most times, these accidents cost us money. Estimate what a "repair" might cost for incidents that could involve teens.  |
| __ 3. | Determine whether or not Michael and Selena have enough income for their monthly expenses and savings goals. Recommend ways to adjust expenses or income.  |
| __ 4. | Complete <b>Activity 1.7: My Income</b> to list your sources of income. Complete <b>Activity 1.8: My Expenses</b> to classify how you spend your money.<br>Practice creating a spending plan. Make sure that the total expenses don't exceed the total income. |
| __ 5. | Complete <b>Challenge 1-C: My Spending Plan</b> to create your own spending plan for an event, financial goal, or a month of regular expenses.   |



#### EXTENSION

Are you involved with a class or youth group project that involves raising or spending money for a trip or project? Create a spending plan for a class trip or group project.

Start out by setting goals, and then estimate the expected expenses for the trip or project. Use the DECIDE model to identify income options so you can create a realistic spending plan to cover the anticipated expenses.



#### TAKING IT HOME

What kind of lifestyle do you expect to have in ten years? With an adult, complete the **Jump\$tart Reality Check** to imagine what your budget might be when you live on your own. ([www.jumpstart.org/reality-check.html](http://www.jumpstart.org/reality-check.html))

The adult can help explain how the different lifestyle choices you make will impact your wallet. That person can also give you a better idea of what items you *need* to have and also let you know what things can cost, such as medical expenses or a pet.

This short activity will let you know roughly how much you would need to earn an hour to afford your lifestyle choices. It will also give you an idea of a career that will support your desired lifestyle. Talk to the adult about how a job can influence lifestyle choices, as well as how lifestyle choices can impact the job you get.

[DOWNLOAD A LEARNING PLAN](#)

# POWERPOINT SHOWS

**PowerPoint shows** help you bring financial literacy to life for students.

- 8 – 15 slides per presentation
- Facilitator notes to guide presentations and discussions



High School Financial Planning Program

Lesson 1-4: Spending Plan

## Make Adjustments

Ideal Situation: Spend at or below your means

**Income > or = Expenses**

If Expenses > Income

- ↓ variable expenses
- ↑ income
- ↓ unnecessary expenses

If Income > Expenses

- ↑ PYF savings funds
- ↓ any loan obligations

Student Guide, page 30

- Point out Michael's plan (page 30) to illustrate an example of a month spending plan/budget. Display this slide as you suggest ways to adjust a plan so the income is equal to or more than the anticipated expenses.

**Click 1:** If expenses exceed income, determine ways to:

- decrease variable expenses
- increase income
- delay or decrease unnecessary expense(s)

**Click 2:** If income exceeds expenses, this is a good opportunity to:

- increase the amount set aside for the PYF funds and savings goals
- decrease the amount owed

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[DOWNLOAD A POWERPOINT](#)

**ACCESS TODAY AT [HSFPP.ORG](http://HSFPP.ORG)**



- Downloadable worksheets to print or digitally share
- Interactive worksheets for students to download



## Task: Maya's Spending Plan

**Step 1:** List Maya's anticipated monthly income sources and amounts. Calculate the total income she expects to receive in a month.

| Maya's Monthly Income: | Amount: |
|------------------------|---------|
|                        |         |
|                        |         |
|                        |         |
| Maya's Total Income:   |         |

**Step 2:** Add expense categories and insert predicted amounts for each category. Remember to include "pay yourself first" amounts to build up Maya's trip fund and college fund. Calculate the predicted total amount needed to cover expenses and savings goals.

| Maya's Monthly Expense: | Amount: |
|-------------------------|---------|
|                         |         |
|                         |         |
|                         |         |
|                         |         |
|                         |         |
|                         |         |
|                         |         |
|                         |         |
|                         |         |
| Maya's Total Expenses:  |         |

**Step 3:** Compare the total income to total expenses. Make adjustments to the expense amounts to ensure that Maya can cover the expenses with the income she expects each month.

|                 |  |
|-----------------|--|
| Total Income:   |  |
| Total Expenses: |  |
| Difference:     |  |

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## Task: Maya's Spending Plan

NAME:

DATE:

### Scenario:

Maya is a senior in high school. She earns \$8 an hr at her local grocery store. An estimated 30 percent of her allowance is approximately \$15 each month in interest on saving.

Maya still owes money on her used car (\$235 a mo) which she has with her parents. She is responsible for the following: gas (\$40–\$60), and auto insurance (\$50). Maya likes to buy games and music. Maya typically receives gifts from her family for special occasions.

One of Maya's short-term goals is to take a trip to visit her grandparents. She expects this to cost \$1,000, and she has already saved over the next four to five years at the local state savings bank and will need to find other funding sources for the trip.

### Directions:

Create a monthly spending plan for Maya using the worksheet to build the plan. (Option: Download the worksheet to adjust the income and expense amounts.)

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## Activity 1.7: My Income

NAME:

DATE:

- What kinds of income do you normally receive throughout the year?
- Are there certain times when you seem to earn more money than usual?
- What are some predictions you can make about your income this year based on what you've earned before?

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Activity 1.7: My Income  
June 2014

[DOWNLOAD AN ACTIVITY](#)

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# PERFORMANCE ASSESSMENTS

Performance assessments and scoring guides evaluate understanding of course content.

- Authentic competency-based assessments (aka Challenges)
- Personalized application to own life situations
- One-page Scoring Guide rubric



**Challenge 1-C: My Spending Plan**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

| Required Criteria   | Status                    |
|---|---------------------------|
| 1. In one sentence you state what you want to achieve as a result of the spending plan.   | acceptable not acceptable |
| 2. Outcome involves a specific situation such as a major purchase goal or a specific time period (month or semester).                         | acceptable not acceptable |
| 3. You justify how the spending plan is relevant to existing circumstances and values (or a mock situation).                                  | acceptable not acceptable |
| 4. Income amounts can be expected and do <u>NOT</u> include 'chance' income.  | acceptable not acceptable |
| 5. Each income category is labeled to identify the source or type.  | acceptable not acceptable |
| 6. Each expense category is labeled to identify the type.   | acceptable not acceptable |
| 7. Spending Plan contains a Pay Yourself First (PYF) element.   | acceptable not acceptable |
| 8. Evidence is provided to verify the anticipated expense amounts.  | acceptable not acceptable |
| 9. Total expenses do NOT exceed total income.   | acceptable not acceptable |
| 10. You state how the Spending Plan can be adjusted after the Plan is deployed if total <u>expenses</u> turn out to be more than anticipated. | acceptable not acceptable |
| 11. You state how the Spending Plan can be adjusted after the Plan is deployed if actual <u>income</u> turns out to be more than anticipated. | acceptable not acceptable |
| <b>General</b>  |                           |
| 12. Spending Plan includes a label with title and date range.   | acceptable not acceptable |
| 13. Documentation is neat and easy to read.   | acceptable not acceptable |
| 14. Calculations are accurate.  | acceptable not acceptable |

Feedback: \_\_\_\_\_ Score: \_\_\_\_/\_\_\_\_

©2014 National Endowment for Financial Education High School Financial Planning Program www.hsfpp.org Challenge 1-C: My Spending Plan June 2014

**Challenge 1-C: My Spending Plan**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

For this challenge task, create a spending plan to guide your spending for the next several weeks or the next month, or create a plan for a specific large purchase. Add this plan to your personal financial planning portfolio to use as a model whenever your future circumstances change.

**Directions:**  
Do you have to pay for a major purchase, save money for an upcoming event such as a class trip, or take responsibility for regular expenses every month? Apply what you have learned about spending plans as you complete this challenge to plan for your spending responsibility.

- ☐ 1. Preview the criteria listed in the Scoring Guide to plan for your assessment.
- ☐ 2. Review your financial goals and spending log.
- ☐ 3. Write up a spending plan so you can pay for the things or events you need and want. Use the form below or create your own spreadsheet.
- ☐ 4. Self-assess your work using the Scoring Guide. Optional: Ask a classmate or family member to peer assess your work using the Scoring Guide to evaluate your work.

| Purpose of My Spending Plan: |         |
|------------------------------|---------|
| My Income:                   | Amounts |
|                              |         |
| My Total Income:             | \$      |

| My Expenses:       | Amounts |
|--------------------|---------|
|                    |         |
|                    |         |
|                    |         |
|                    |         |
|                    |         |
| My Total Expenses: | \$      |

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Download curriculum components or order printed instructional materials for your school at no cost.

[CREATE FREE ACCOUNT](https://HSFP.org/Register)

**Go online for more details, including program learning outcomes and impact study results.**

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