

I'm In College: Overview (C0)

Course/Grade(s)

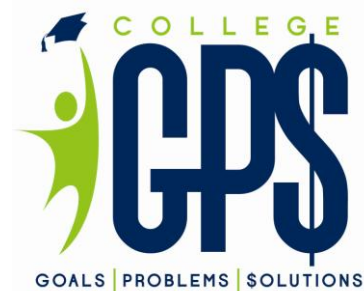
Personal Finance/9-12

Module:

I'm In College!

Duration:

17 - 45 minute class sessions



Lesson Schedule:

C1 – \$20 In My Coat Pocket (4 days)

C2 – Who’s Going To Take Care Of My Money? (3 days)

C3 – What Do You Mean I Have Ten Visas And A House? (3 days)

C4 – I’m Covered (3 days)

C5 – Summative Assessment Presentation (4 days)

Materials/Resources/Technology:

Student Activity Sheets C1-A, C1-B, C2-A, C2-B, C3-A, C3-B, and C4

Outline Map of the United States by US Census Bureau Regions

http://commons.wikimedia.org/wiki/File:US_Census_geographical_region_map.png

Budget Spreadsheet Template

Whiteboard and Dry Erase Markers

Digital Projector and Speakers

Index Cards

Small Box

Paper

Computer/Internet Access

Microsoft Excel®

Microsoft PowerPoint® or Prezi®

Federal Reserve Bank of Philadelphia’s “What Do Depository Institutions Do?” Video

<http://www.philadelphiafed.org/education/federal-reserve-and-you/player.cfm?chapter=7&start=9>

Federal Reserve Bank of Atlanta’s “A Guide to Your First Bank Account”

<http://www.frbatlanta.org/pubs/guidefirstacct/>

Federal Trade Commission’s “Deter. Detect. Defend. Avoid ID Theft” Video

<https://www.youtube.com/watch?v=bC8pjXn-sWM>

Federal Trade Commission’s “Deter. Detect. Defend Avoid ID Theft” Brochure

http://www.finra.org/web/groups/sai/@sai/documents/sai_original_content/p036799.pdf

Pearson’s “Why College Students are at High Risk of Identity Theft” Article

<http://www.ftpress.com/articles/article.aspx?p=2141481>

College GP\$: Goals, Problems, and Solutions

Experian's "Credit Reports not Established Based on Age" Question

<http://www.experian.com/blogs/ask-experian/2011/09/14/credit-reports-not-established-based-on-age/>

Key Terms:

Actual Cash Value	Interest Rate
Automated Teller Machine (ATM)	Insurance
Automobile Insurance	Insurance Policy
Bank	Insurance Premium
Budget	Insurance Deductible
Checking Account	Liability
Collision Coverage	Mobile Banking
Comprehensive Coverage	National Credit Union Administration (NCUA)
Credit Report	No Fault System
Credit Union	Online Financial Institution
Debit/Check Card	Overdraft Fees
Deter	Renter's Insurance
Detect	Replacement Cost
Defend	Risk
Expenses	Savings Account
Federal Deposit Insurance Corporation (FDIC)	Transaction Fee
Financial Plan	Tort System
Fixed Expenses	Underwriting
Health Insurance	Variable Expenses
Identity Theft	Webquest
Income	

Overview:

The I'm In College module begins by having students examine their own spending habits, classifying those expenses as needs or wants and differentiating between fixed and variable expense. Students will anticipate their college expenses and examine how to make changes to accommodate unexpected changes in their budgets. This module will allow students to explore their banking options, guard against identity theft, and protect themselves with appropriate insurance coverage. The final project for this learning module will include a collaborative presentation summarizing all that they have learned about budgets, banking, identity theft, and insurance.

Standards:

National JumpStart: Standards 1, 4, 6,

Tennessee Personal Finance: Standards 9, 13, 14, and 15

Learning Targets/Objectives: Students will

- categorize realized expenses by essential-needs, near-needs, and wants.
- identify sources of anticipated income while in college.
- differentiate between fixed and variable expenses.

I'm In College: Overview

C0-2

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College GP\$: Goals, Problems, and Solutions

- anticipate expenses at one of the post-secondary institutions selected in the Considering My Future learning module.
- finish gathering anticipated expenses for the chosen post-secondary institution.
- analyze anticipated expenses by creating a Microsoft Excel pie chart from the budget spreadsheet.
- determine beneficial changes that could be beneficial to their ability to meet their financial goals.
- evaluate the benefits of having a bank account.
- compare/contrast the difference between checking and savings accounts at financial institutions.
- compare financial product service provider alternatives.
- identify services that best support personal financial goals.
- explain the concepts of deter, detect, and defend in relationship to identity theft.
- define identity theft and give examples of types of identity theft.
- identify strategies for guarding against identity theft.
- identify attributes that make college students more susceptible to identity theft than other age groups.
- research automobile insurance and related terminology, costs, benefits, and risks.
- research renters insurance and medical insurance and related terminology, costs, benefits, and risks.
- discuss the role insurance plays in overall financial planning as a risk management strategy.
- create an outline for their overall presentation.
- develop the budgeting section of their presentation.
- develop the banking and identity theft sections of their presentation.

- prepare the insurance section of their presentation.
- create interesting opening and conclusion for their presentation.
- listen attentively to student presentations and make notes about new information.

Assessment:

The module includes formative assessments with each lesson and culminates with a summative project. The summative project has students collaborate to prepare and deliver a presentation that synthesizes all elements covered in the learning module.