

JA Personal Finance[®]

High School



JA Personal Finance emphasizes earning money and spending it wisely through budgeting, saving and investing money, using credit cautiously, and protecting one's personal finances. *JA Personal Finance* consists of five 45-minute volunteer led sessions. *JA Personal Finance* is recommended for grades 9th – 12th.

Following participation in the program, students will be able to recognize the fundamental elements of their personal finances (earnings, savings and investing, budgeting, credit, risk management, and giving), and apply these fundamental elements to a personal financial plan that allows them to set specific goals for their lifelong financial needs and desired quality of life.

Session One: Plan to Earn

Students learn that healthy personal finances take planning and managing. They begin to analyze major life events and issues that have financial implications.

Key Learning Objectives

The students will be able to:

- Recognize the role income plays in personal finances.
- Evaluate the effect their educational choices have on lifetime earnings.
- Describe the importance of planning in making financial decisions.

Session Two: Saving for Life

Students analyze the role saving plays in their personal finances and how having a healthy savings plan is necessary in all phases of life.

Key Learning Objectives

The students will be able to:

- Recognize high-dollar items and unexpected costs that require savings.
- Review key concepts related to successfully saving money.

Session Three: The Budget Game

Students investigate budgeting and why many people have difficulty staying within a budget.

Key Learning Objectives

The students will be able to:

- Recognize the importance of making and keeping a spending plan.
- Consider the wide range of expenditures that might make up a monthly budget.

Session Four: Credit Choices

Students analyze the importance of credit and the outcomes of wise and poor use of credit.

Key Learning Objectives

The students will be able to:

- Recognize the importance of credit as part of personal finances.
- Express the need to make good credit decisions to avoid costly consequences.

Session Five: Savvy Consumer

Groups work together to create public service announcements (PSAs) to inform each other of risks they could face in their finances and identify ways to protect themselves from potential loss.

Key Learning Objectives

The students will be able to:

- Recognize potential risks to their personal finances.
- Describe appropriate preventive methods to limit potential losses.



Teaching Tips for Junior Achievement Volunteers

Session One Tips:

Consider writing the students' names on the Table tents in advance to save classroom time and to ensure the names are visible. Use a thick black marker for best visibility. If time permits, have student volunteers read aloud each checklist topic instead of having students read silently.

Session Two Tips:

Consider using the board to demonstrate how savings can add up over time. Compare saving different amounts (e.g. \$10/month vs. \$100) over different lengths of time (e.g. 1 year vs. 5 years).

Session Three Tips:

Ask each group to name their "teams" and write the team names on the board. Ask the teacher if they can keep score.

Session Four Tips:

Provide a visual aid to enhance student learning and recall. For example, a plastic toy ball and chain set to help them visualize carrying debt around. You can explain that paying off debt is like removing the ball and chain. Another example could be with a backpack filled with weight. Utilize a credit card to illustrate their function and purpose as a tool. For the activity, explain that the pictures should be illustrating what is happening in the story. Be nonjudgmental when discussing alternative forms of credit, such as pawn shops or rent to own, as some students may have seen family members use these methods.

Session Five Tips:

Print and bring in examples of PSAs that the students can relate to. It may help some students to see examples of a PSA. Ask the teacher if they can post the students completed PSAs around the classroom.

General Suggestions:

Students will display a variety of attitudes, and can be quite candid. It's best to use a calm, non-judgmental response when students need to be redirected. Care about the students as individuals. Learn their names, remember what they say, look them in the eye, and express that you believe each student is capable of success.

JA Day Tips:

JA sessions should comprise the entire school day. To assist you in planning your JA Day, prepare the extended activities to ensure you have activities for the entire day and utilize them if you finish your sessions early. It is important to monitor your time to ensure all 5 sessions are completed in the day. Discuss the activities with the teacher before you begin teaching so that the teacher can aid in time management. Wait until the end of the day to pass out any take home items (newsletters, postcards with magnets, etc.).

JA programs are correlated to Arizona's College and Career Ready Standards in English Language Arts and Mathematics and Arizona K-12 Academic Standards in Social Studies. Additional national correlations can be found at www.ja.org.