

Welcome

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How we'll take questions

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Disclaimer

- The views expressed in this webinar are those of the presenters and not necessarily the views of the Federal Reserve Banks of Dallas, Philadelphia, and St. Louis or the Federal Reserve System.

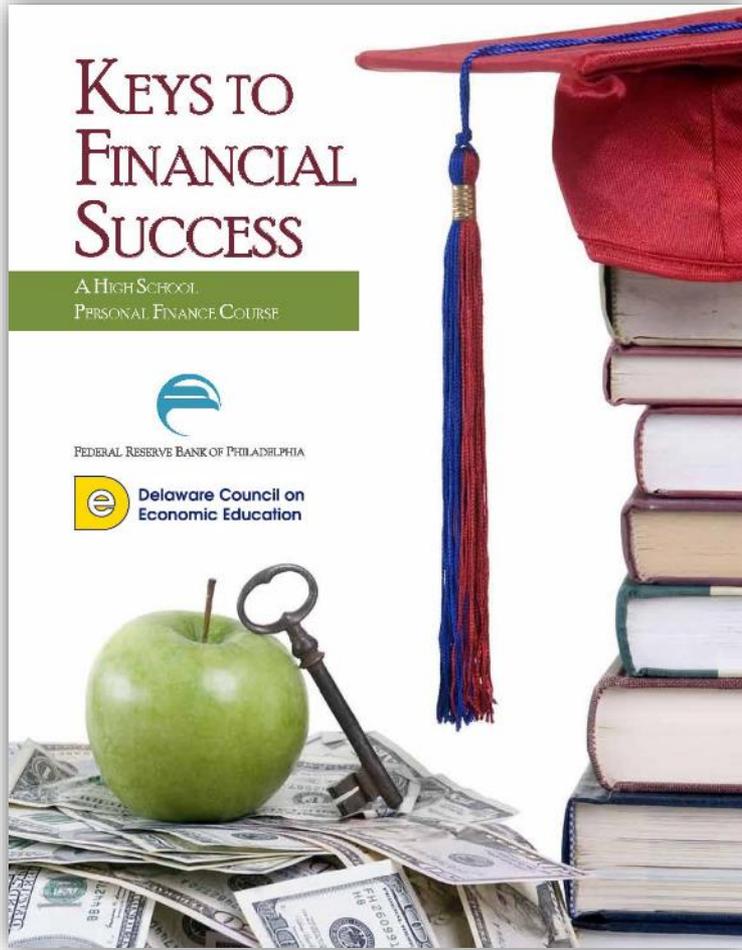
The Keys to Financial Success Course and Online Training



Andrew T. Hill, Ph.D
Economic Education Advisor
Federal Reserve Bank of Philadelphia



Keys to Financial Success

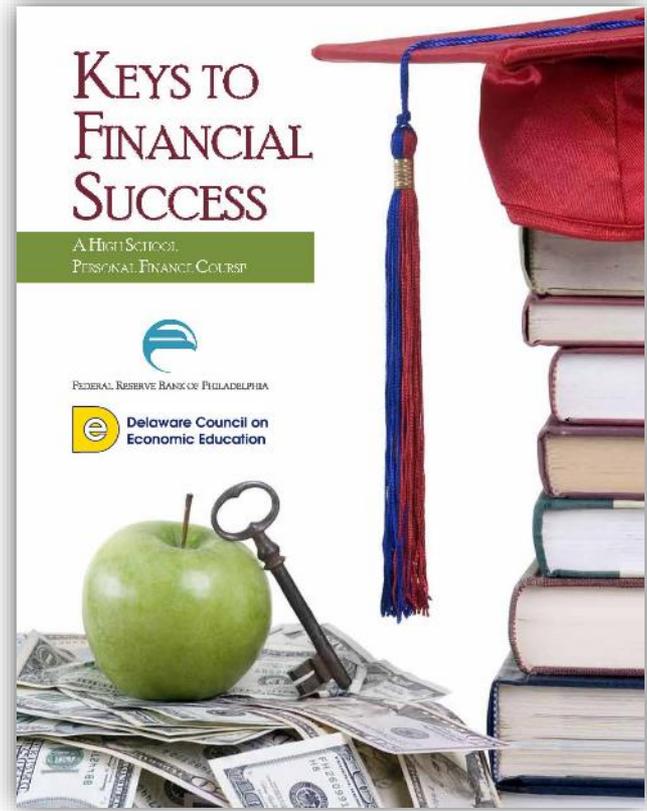


- 51-lesson course plan for teaching a high school personal finance course.
- Relies heavily on lessons from *Financial Fitness for Life; Learning, Earning, and Investing*; and *Practical Money Skills*.
- School pledges to offer the course at least one semester each school year.

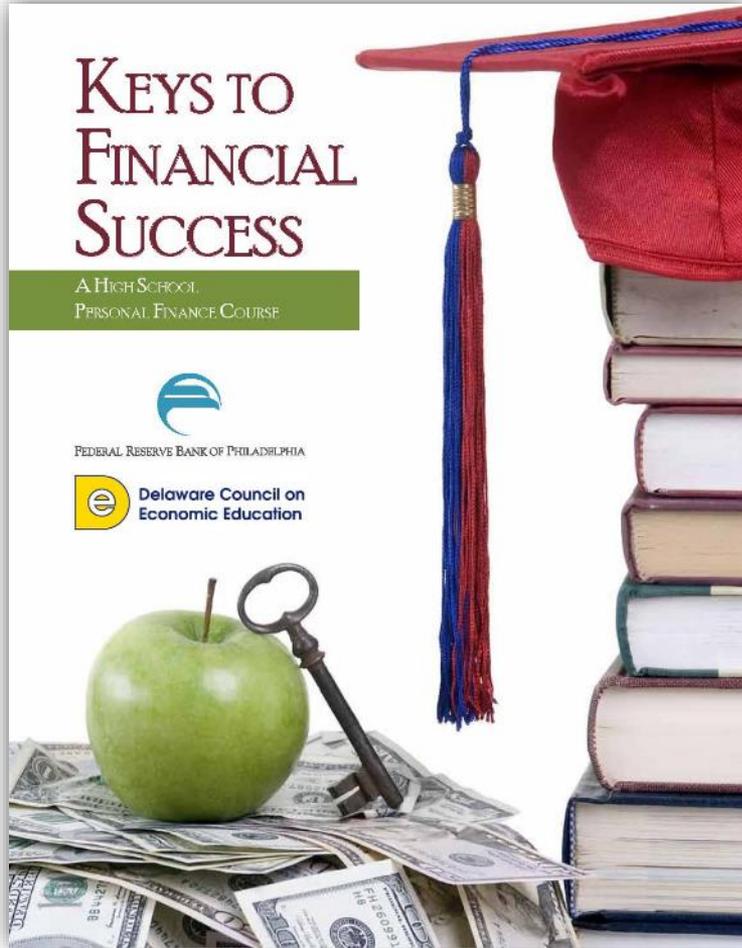
The Features of the *Keys* Program

Partnership with University of Delaware Center for Economic Education since 2001. Goals:

- Provide training and materials for educators to support the teaching of a semester course in personal finance.
- Use accurate materials grounded in the “economic way of thinking.”
- Provide flexibility for the teacher to use the materials in a variety of classes.
- Assess program effectiveness with pre- and posttesting.



Keys to Financial Success



- Course covers:
 - Goals & Decision Making
 - Careers & Planning
 - Budgeting
 - Saving & Investing
 - Credit
 - Banking Services
 - Transportation Issues
 - Housing Issues
 - Risk Protection
- Our research using pre- and post-test scores indicates that students who take the course, on average, increase their personal finance knowledge by over 60 percent.

Lesson 1.1: How to Really Be a Millionaire

Lesson Description

In this lesson, students take part in a collaborative activity that asks them to identify 15 financial statements as being either true or false. The activity helps students identify characteristics that financially successful people have in common.

Objectives

Students will be able to:

1. Describe the characteristics of financially successful people.
2. Explain how sound financial decision-making can increase wealth and a person's standard of living.

Concepts

Decision-making
Wealth building

Standards and Benchmarks

See page 2.

Time Required

60–90 minutes

Materials

Financial Fitness for Life Teacher Guide
<ul style="list-style-type: none"> • pp. 1–4, one copy for the teacher • Visual 1.1: The Millionaire Game, p. 5, one copy for each student • Visual 1.2: Rules for Improving Your Financial Life, p. 6, one copy for the teacher and one copy for each student
Financial Fitness for Life Student Workbook
<ul style="list-style-type: none"> • Exercise 1.1: The Millionaire Game Score Sheet, p. 3, one copy for each group of three students • Theme 1 Introduction: The Economic Way of Thinking, pp. 1–2, one copy for each student
Keys Materials
<ul style="list-style-type: none"> • Handout T1.1.1: "T" Card, one copy for each group of three students • Handout T1.1.2: "F" Card, one copy for each group of three students • Handout T1.1.3: "Millionaire" Card, one copy for each group of three students

Procedure

1. Discuss the following:
 - a. Why is it important for you, as a teenager, to learn about personal finance concepts? (*If you don't know the concepts, you may make mistakes when making decisions concerning your income. You might get into debt, make poor financial decisions, and fall for frauds, scams, or schemes. You may not be saving enough to retire and do what you want later in life. These poor financial decisions may even decrease the opportunities available to you later in life.*)
 - b. Do you have a part time job? (*Answers will vary.*)
 - c. Do you ever seem not to have enough money to satisfy your wants and pay the bills associated with your car, cellphone, or entertainment? Why? (*Answers will vary.*)
 - d. Do you save at least part of your paycheck? (*Answers will vary.*)
 - e. What are you saving for? (*Answers will vary.*)
 - f. Where do you save your money? (*Answers will vary.*)
 - g. What is the interest rate your savings are earning? (*Answers will vary.*) If you are saving money in a bank account, you may be receiving interest on your savings. If you are saving money in a piggy bank or a jar at home, you are not



FFFL Teacher Guide, pp. 1–4



Visual 1.1
FFFL Teacher Guide, p. 5

Lesson 1.1

Structure of a *Keys* Lesson

• Clear structure with numbered and color-coded lessons covering the nine course themes.

• Each lesson includes a list of the concepts covered and lists the student-centered learning outcomes that will be achieved by the procedure.

• Lesson description introduces the teacher to the purpose of the lesson and provides a brief description of the procedure.

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FFFL Teacher Guide, pp. 1–4



Visual 1.1
FFFL Teacher Guide, p. 5

Lesson 1.1

Structure of a Keys Lesson

Curriculum materials are color-coded throughout the manual to make it quick and easy for teachers to locate the relevant materials.

Each lesson includes a detailed procedure, which often refers the teacher to more detailed procedure steps contained in the associated curriculum packages.



Visual 1.2
FFFL Teacher Guide, p. 6



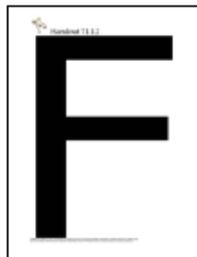
Exercise 1.1
FFFL Student Workbook, p. 3



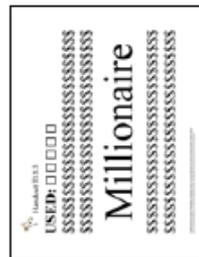
Theme 1 Introduction
FFFL Student Workbook, p. 1-2



Handout T1.1.1
Keys Materials



Handout T1.1.2
Keys Materials



Handout T1.1.3
Keys Materials

- receiving interest on that savings.
- h. Could you earn a higher interest rate by saving your money somewhere else? *(Answers will vary.)*
 - i. Why is it important that you and people, in general, be financially literate? *(How people spend and save their money determines what kinds of jobs are available. Resources are wasted when large numbers of people make poor decisions. People can get themselves into financial difficulties that impact their personal lives, family, and community.)*
2. Complete the procedure found on pp. 1-4 of the [Financial Fitness for Life Teacher's Guide](#). Complete the closure items on page 4. Have the students keep Visual 1.2 in their portfolios.

Closure

3. Review the important points of the lesson by asking the following:
 - a. Why are the principles displayed in Visual 1.2: Rules for Improving Your Financial Life so important to success? *(This set of rules does a good job of succinctly capturing the successful characteristics that financially successful people live by.)*
 - b. Suggest to the students that if they remember these rules and practice them, they have an excellent opportunity to be financially successful.

Assessment

4. Have the students write a short essay on "How to Really Become a Millionaire"

Standards and Benchmarks

- NATIONAL STANDARDS FOR FINANCIAL LITERACY
- Standard II: Buying Goods and Services (Benchmark 4.7)
 - Standard III: Saving (Benchmark 4.5)
- NATIONAL STANDARDS IN ECONOMICS
- Standard 13: Income
 - Standard 14: Entrepreneurship
- NATIONAL STANDARDS IN K-12 PERSONAL FINANCE EDUCATION
- Financial Decision Making: Standard 1
- COMMON CORE STATE STANDARDS
- CCSS.ELA-Literacy.CCRA.SL.1

Structure of a Keys Lesson

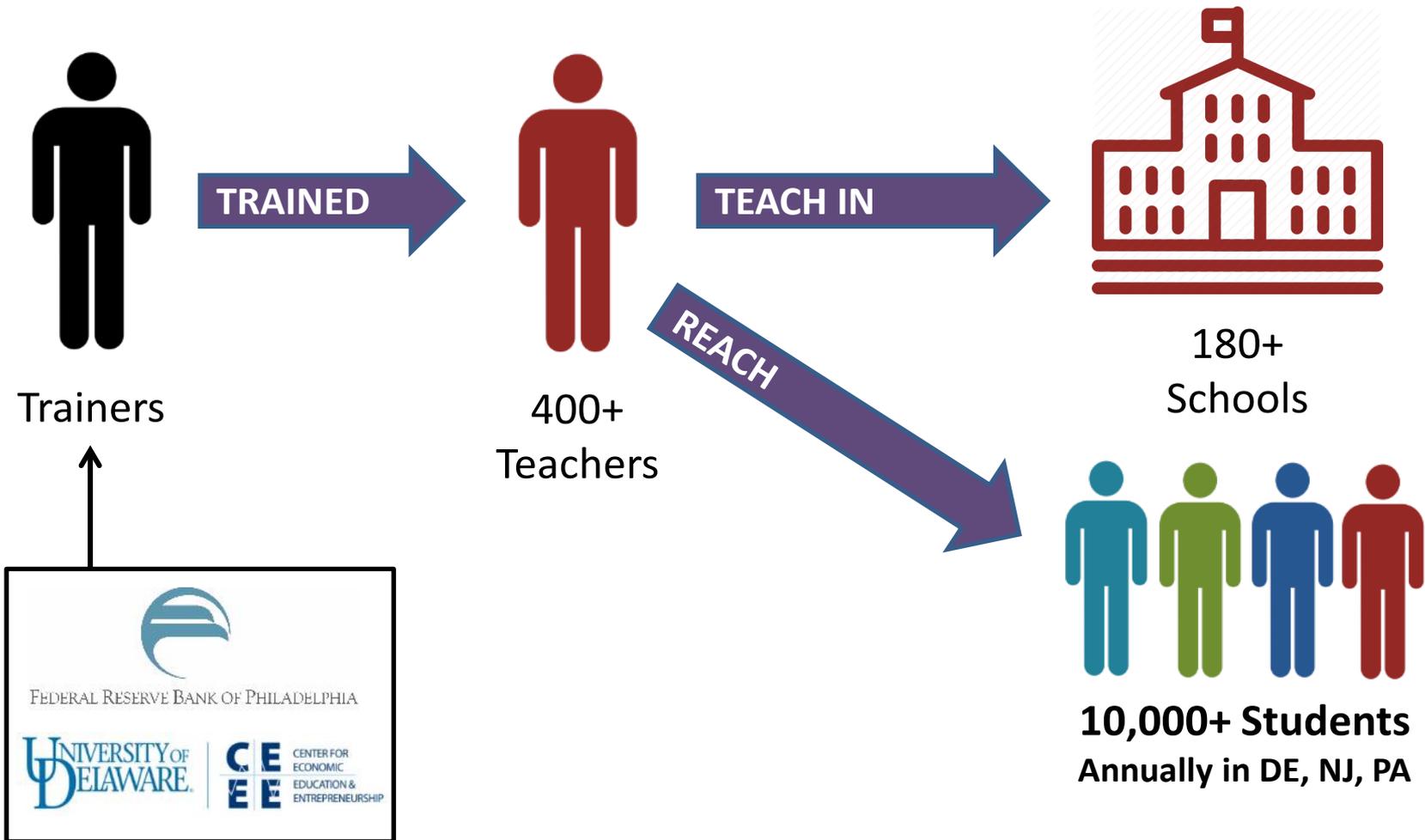
Throughout the procedure and closure, carefully constructed discussion questions check for students' understanding and draw the students into the learning process.

Each lesson includes a specific closure section..

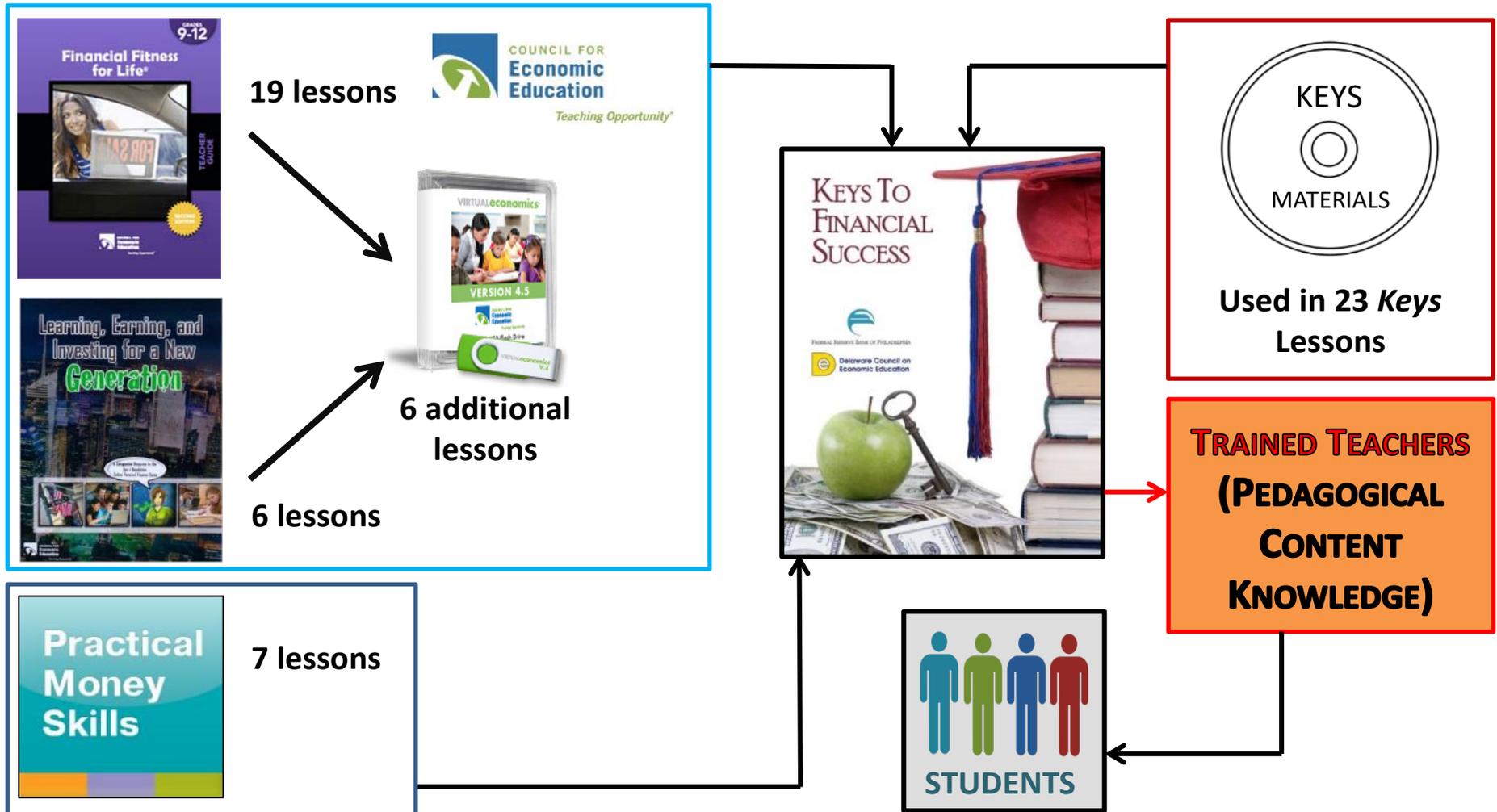
Each lesson includes assessment items to check for student achievement

Every lesson is benchmarked to national personal finance and economics standards as well as the Common Core.

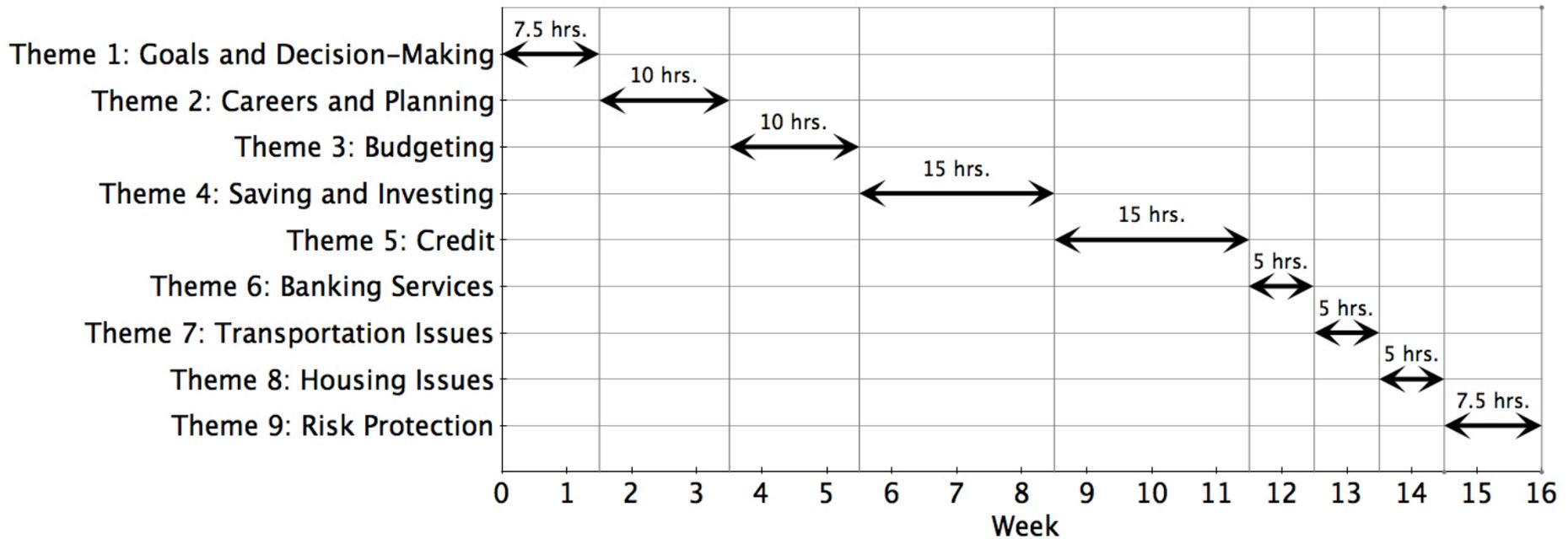
The Multiplier Effect



How the *Keys* Curriculum Works



A Typical Semester *Keys* Course



While *Keys* was designed as a semester course, we have many teachers who teach using the model in other formats:

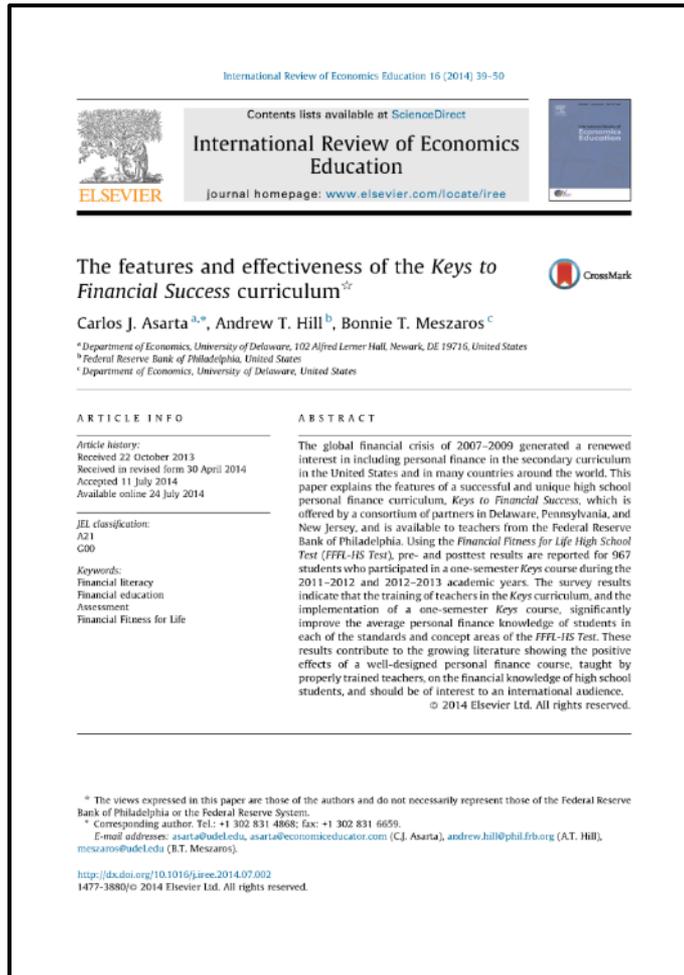
- Yearlong personal finance course
- Yearlong “Enhanced Economics” courses (50% personal finance, 50% economics)
- Block scheduling

Keys Teacher-Training Program

- Familiarizes participants with the *Keys* model, how to set-up their course, and the extensive curriculum materials.
- Emphasizes the development of pedagogical content knowledge through extensive use of lesson demonstrations.
- Gives teachers the opportunity to see many *Keys* lessons in action before they have to teach them to their own students.



Study Design



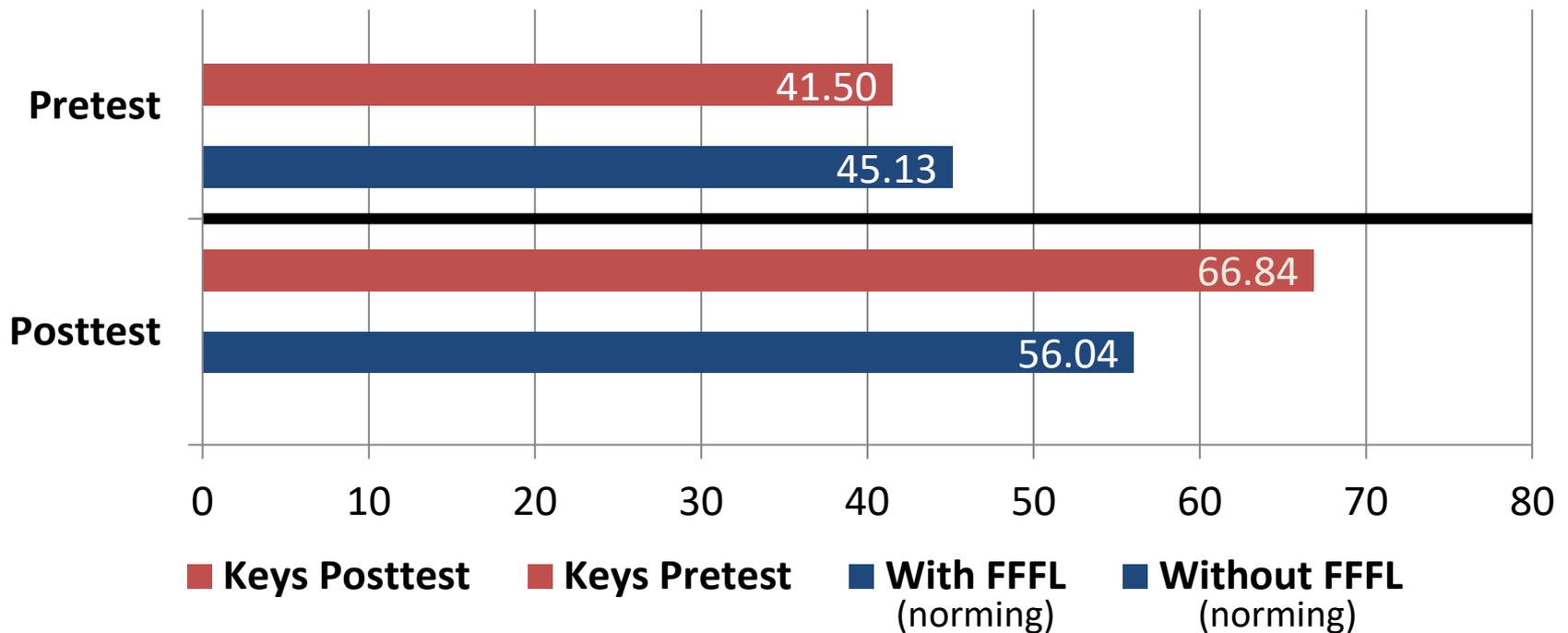
- Study Design
 - Pre- and posttest students using a nationally-normed personal finance instrument (*FFFL-HS Test*)
 - Compare our results to *FFFL-HS Test* norming results
- The 2011-2012 and 2012-2013 Cohort (Semesters)
- Asarta, C. J., A. T. Hill, and B. T. Meszaros. 2014. “The Features and Effectiveness of the *Keys to Financial Success Curriculum*.” *International Review of Economics Education* 16, pp. 39-50.

Findings From Our Other Studies

- Students whose teachers did better on the end-of-training posttest do better in their *Keys* courses. (Chambers and Hill, 2015)
- Females do very slightly better overall than their male counterparts in *Keys*. (Hill and Asarta, 2016)
- *Keys* eliminates the gap in personal finance knowledge between younger and older high school students. (Hill and Asarta, 2018)

Overall Results with FFFL-HS Test

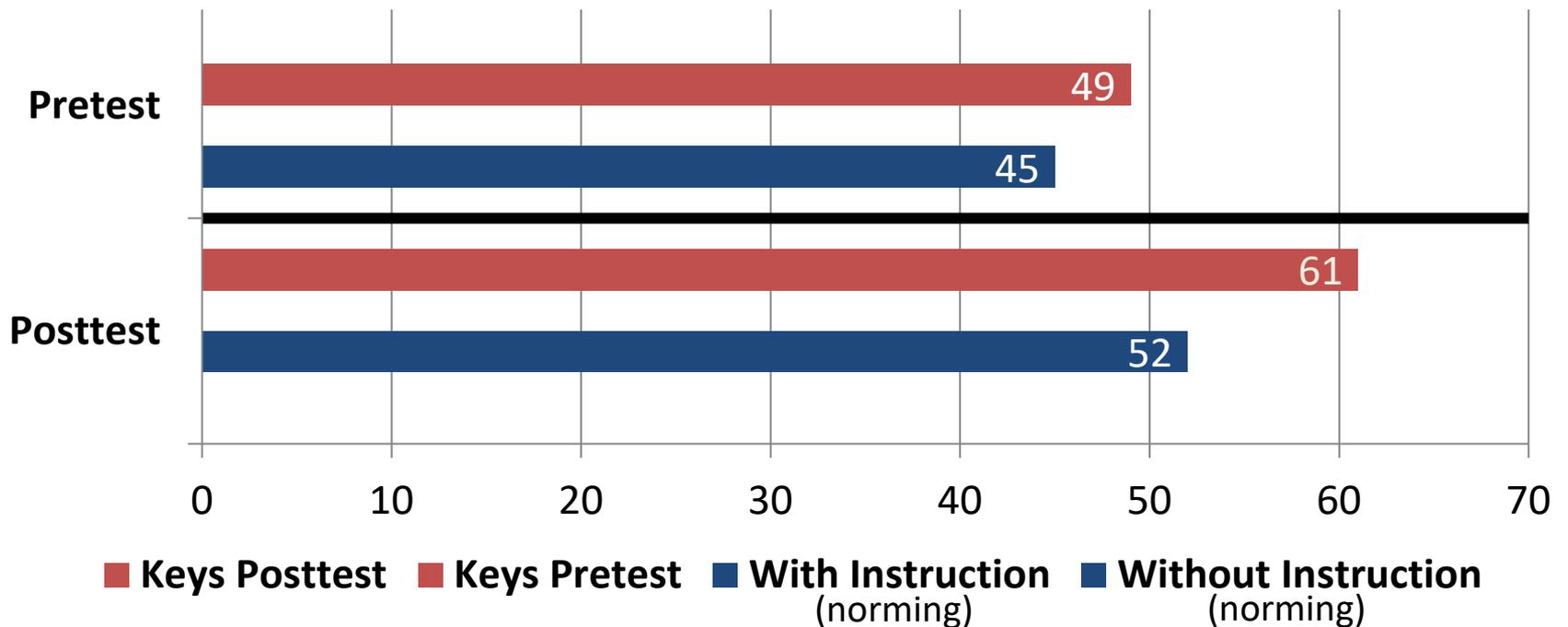
- *Keys* students exhibit large and highly statistically significant gains in all topic areas on the *FFFL-HS Test*.



Source: Asarta, Hill, and Meszaros (2014)

Overall Results with Test of Financial Literacy

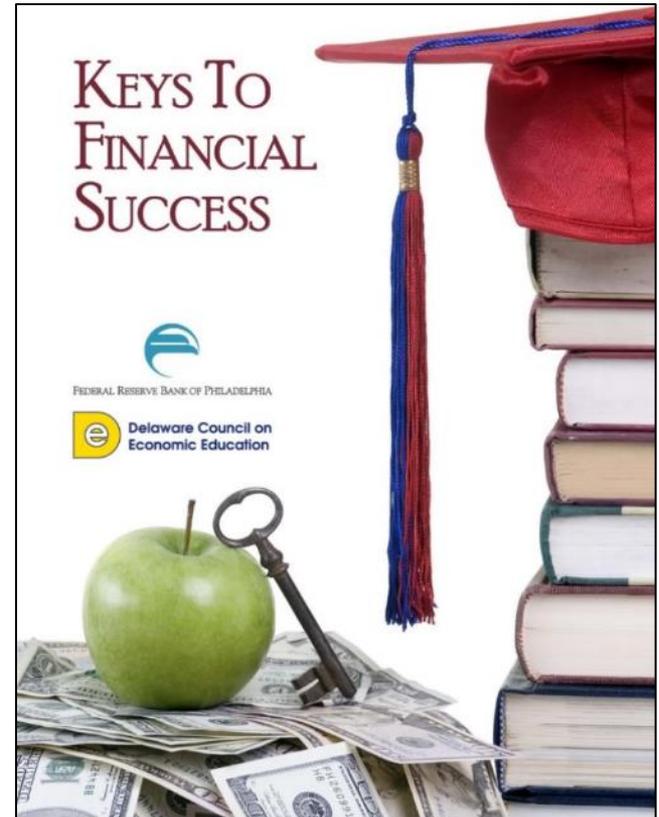
- *Keys* students exhibit large and highly statistically significant gains on the *TFL Test*.



Source: Preliminary Results

What Did We Learn?

- *Keys to Financial Success* works.
- With *Keys* students learn significantly more than with *FFFL* alone.
- Training and materials matter.
- Metrics allow us to fine-tune training to improve student outcomes.



Our 2016/2017 Pilot

Fractional Reserve Banking and Money Creation

The screenshot displays a course management system interface. On the left is a dark sidebar with navigation icons for Home, Account, Dashboard, Courses, Calendar, Inbox, and Help. The main content area is divided into sections. The top section is titled "Set-up, Pretest, and Introductions" and includes a "Complete All Items" button with a green checkmark. Below this are five items: "Welcome!", "Course Pretest" (Submitted, 5 pts), "Professional Development Information Form" (Submitted), "Introduce Yourself!" Discussion Board Assignment, and "Discussion Board 1: Introduce Yourself!" (Contributed). The bottom section is titled "Module 1: Who Creates Money?" with prerequisites listed as "Set-up, Pretest, and Introductions" and a "Complete All Items" button. It contains two items: "Watch Video 1: Who Creates Money?" (Submit) and "Required Reading: 'Case of the Gigantic \$100,000 Bill' Lesson" (View). On the right side, there is a "View Course Stream" button and a "Coming Up" section indicating "Nothing for the next week" with a "View Calendar" link.

Home

- Announcements
- Syllabus
- Modules
- Discussions

Set-up, Pretest, and Introductions Complete All Items ✓

- Welcome!**
- Course Pretest**
Mar 27, 2017 | 5 pts | Submitted ✓
- Professional Development Information Form**
Mar 27, 2017 | Submitted ✓
- "Introduce Yourself!" Discussion Board Assignment**
Mar 27, 2017
- Discussion Board 1: Introduce Yourself!**
Contributed ✓

Module 1: Who Creates Money? Prerequisites: Set-up, Pretest, and Introductions Complete All Items

- Watch Video 1: Who Creates Money?**
Mar 27, 2017 | Submit ⊖
- Required Reading: "Case of the Gigantic \$100,000 Bill" Lesson**
Mar 27, 2017 | View ○

[View Course Stream](#)

Coming Up [View Calendar](#)
Nothing for the next week

The “Keys Basics” Online Teacher Training

- Coming in Second Quarter 2018
- Provides an introduction to the Keys to Financial Success program and access to the Keys curriculum materials.
- Six of 51 lessons are demonstrated on video.
- Professional development
- Not a perfect substitute for the 30-hour in-person training.
- Online participants will need Council for Economic Education’s *Virtual Economics 4.5*

KEYS TO FINANCIAL SUCCESS

Unlocking the Course:

Orientation and Getting Started



Andrew Hill, Ph.D.

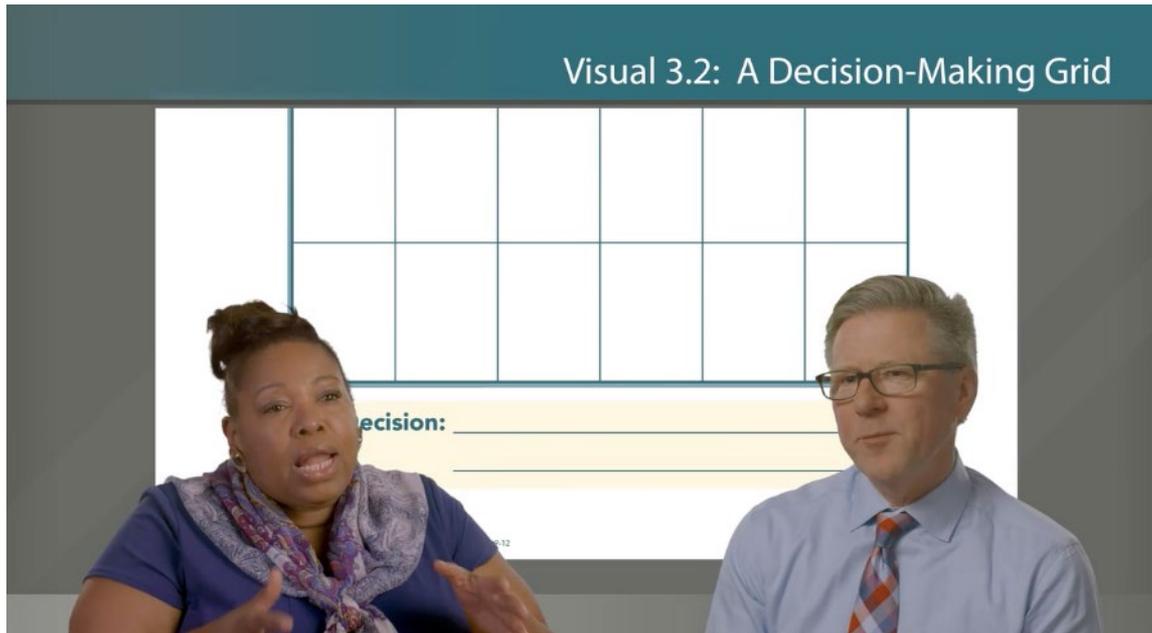
Economic Education Advisor
Federal Reserve Bank of Philadelphia

The Keys to Financial Success Themes

NINE THEMES

- Goals and Decision-Making
- Budgeting
- Careers and Planning
- Saving and Investing
- Credit
- Banking Services
- Transportation Issues
- Housing Issues
- Risk Protection

Visual 3.2: A Decision-Making Grid



KEYS TO
FINANCIAL
SUCCESS



EASIEST and
MOST ORGANIZED
Access to
EVERYTHING
YOU NEED

The Council for Economic Education

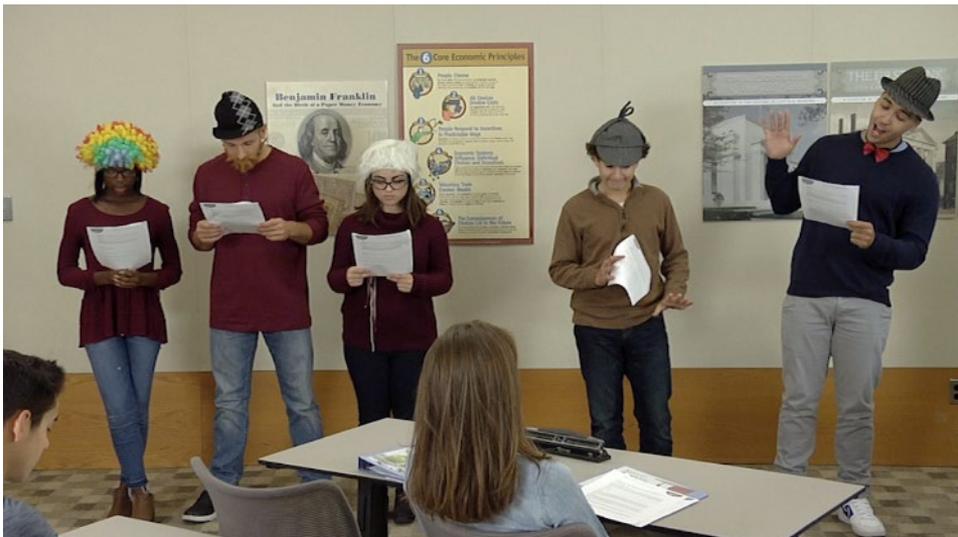
- Financial Fitness for Life
- Learning, Earning, and Investing

VISA's Practical Money Skills



Mario Tiberi

Veteran Keys Teacher
Smyrna High School



Exercise 8.1: Call-In Show

QUESTIONS

- a) What is disposable income?
- b) What does Dr. Saver recommend as the three parts of a family budget?



KEYS TO FINANCIAL SUCCESS

Lesson 3.4

The Story of John & Marcia



KEYS TO FINANCIAL SUCCESS

Lesson 3.4

Teaching Tips: Extending the Lesson on Budgets



Andrew Hill, Ph.D.

Economic Education Advisor
Federal Reserve Bank of Philadelphia



THEME 3 | Lesson 8: Managing Your Money

EXERCISE
8.1

NAME: _____ CLASS PERIOD: _____

Budgets Are Beautiful Call-In Show

Radio Host Budget Bob:
Hello, financial health fans! Welcome to the nation's newest financial advice show, Budgets Are Beautiful. This is the radio call-in show that lets you, the radio listener, get the latest advice on how to manage your family finances. Today our topic is how to improve your skills at managing your family's finances. Our guest today is a successful family financial planner, Dr. Henry Saver. Dr. Saver has helped hundreds of families and has a Ph.D., M.A., and an S.U.N.Y. Hello, Dr. Saver. Welcome to the show.

Dr. Saver:
Hello Bob, and hello to all those people who are tuned in today. I'm ready to take your questions.

Budget Bob:
Here is our first caller, Connie from Connecticut. You're on the air, Connie.

Connie:
Hi, Dr. Saver. I am having a disagreement with my husband regarding the meaning of some financial vocabulary—the best someone on another call-in show talked about how to spend disposable income. My husband argued and said that all of our income is disposable. He said that we dispose of all our income by the end of every month. So, sometimes we dispose of our income before the end of the month. I think he was joking, but could you tell me: When do financial planners mean by disposable income?

Dr. Saver:
Actually, your husband was not too far off. Disposable income is the money that you have left to spend or save as you wish after you pay your taxes, Social Security, and the other deductions that have been taken out of your gross pay. It's sometimes called net income. While disposable income can be used in many ways, most families have important financial obligations: their car payments, and food bills and up quickly, so tough choices need to be made.

Budget Bob:
That sounds kind of gloomy, Dr. Saver. Do you have any advice for Connie and her husband on how to get better use out of their disposable income?

Dr. Saver:
Financial planners suggest that setting up and sticking to a family budget is the first step toward financial success. I advise families to start by setting a monthly budget.

EXERCISE
8.1

CLASS PERIOD: _____

For More Information

- **Keys to Financial Success**
www.philadelphiafed.org/keys
- **Federal Reserve Bank of Philadelphia
economic education programs**
www.philadelphiafed.org/education

Getting Access to Training

- **Keys to Financial Success Training**

July 9–13, 2018; 8:00 a.m.–3:30 p.m.

Federal Reserve Bank of Philadelphia

Registration Opens Soon

- **“Keys Basics” Online Training**

Coming Second Quarter 2018

E-mail andrew.hill@phil.frb.org to be added to the notification list.

Decisions, Decisions

New Personal Finance Materials from the Federal Reserve Bank of St. Louis

<https://www.stlouisfed.org/education>

Kris Bertelsen, Ph.D.

Senior Economic Education Specialist

Federal Reserve Bank of St. Louis

Little Rock Branch

Disclaimer

The views expressed in the presentation are mine and not the views of the Federal Reserve Bank of St. Louis or the Federal Reserve System.



Making Personal Finance Decisions Curriculum Unit



The *Making Personal Finance Decisions* curriculum teaches valuable personal finance lessons grounded in economic theory. The curriculum is divided into 10 themed units, with each unit containing two lessons. The twenty individual lessons employ a variety of teaching strategies designed to engage students in the learning process and equip them with the knowledge and skills necessary to make informed personal finance

decisions.

No-Frills Money Skills Video Series



The No-Frills Money Skills video series covers a variety of personal finance topics. The brief videos use clear, simple language, and graphic elements so that viewers can better visualize the personal finance content being presented. In the end, they will see how important these concepts are to their everyday lives.

To provide students with online questions following each video, register your class through the [Instructor Management Panel](#) or download a pdf of the classroom discussion questions.

[More about the Q&A Resources for Teachers and Students »](#)

Making Personal Finance Decisions Curriculum Unit

Table of Contents

Introduction.....	ii
Acknowledgments.....	iv
Unit 1: Thinking Economically	
Lesson 1A: The Wealth Game—Factors for Success.....	1
Lesson 1B: Making Choices and Identifying Costs	9
Unit 2: Planning and Tracking	
Lesson 2A: The Inventory Game—Net Worth and Cash Flow	19
Lesson 2B: Meeting Financial Goals—Rate of Return.....	31
Unit 3: Earning Income	
Lesson 3A: Investing in Yourself	45
Lesson 3B: Entrepreneurship—Working for Yourself	57
Unit 4: Paying Taxes	
Lesson 4A: What Are Taxes For?.....	69
Lesson 4B: Understanding Taxes	79
Unit 5: Budgeting	
Lesson 5A: Making a Budget—It’s All About Spending.....	95
Lesson 5B: Budget Trade-Offs—A Penny Here and a Penny There.....	105

Making Personal Finance Decisions Curriculum Unit

Unit 6: Saving

Lesson 6A: Time Preference—Why It Is Hard to Save.....113

Lesson 6B: Simple and Compound Interest—Why It Is Great to Save.....123

Unit 7: Spending

Lesson 7A: The Spending Decision—Colas and Hot Dogs.....137

Lesson 7B: Big Spenders.....151

Unit 8: Investing

Lesson 8A: Managing Risk—Time and Diversification159

Lesson 8B: Evaluating Investment Options173

Unit 9: Borrowing

Lesson 9A: The Three C's of Credit.....183

Lesson 9B: Evaluating the Benefits and Costs of Credit207

Unit 10: Protecting

Lesson 10A: The Three D's of Identity Theft.....219

Lesson 10B: Is Insurance Worth Buying?.....237

MAKING PERSONAL FINANCE DECISIONS

Unit 1: Thinking Economically

Lesson 1B: Making Choices and Identifying Costs

2016 REVISED EDITION



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Compelling Question

How can a decisionmaking process help you make informed decisions?

Visual 1 B.1: PACED Decisionmaking Model

- Step 1: P—Define the Problem.** Why must you make a choice?
- Step 2: A—List the Alternatives.** What are your possible options?
- Step 3: C—Determine the Criteria.** What standards are important to you?
- Step 4: E—Evaluate the Alternatives.** How well does each alternative meet each criterion?
- Step 5: D—Make the Decision.** Which option has the most favorable trade-offs?

Lesson 1B

MAKING PERSONAL FINANCE DECISIONS

Visual 1B.2: Smoke or Be a Millionaire?

\$6 × 365 days = \$2,190 per year

	Annual deposit (\$)	Total deposits (\$)	Balance plus 9% interest (\$)	Annual interest (\$)	Total interest/Return (\$)	Year-end balance (\$)
18	2,190.00	2,190.00	—	—	—	2,190.00
19	2,190.00	4,380.00	2,387.10	197.10	197.10	4,577.10
20	2,190.00	6,570.00	4,989.04	411.94	609.04	7,179.04
21	2,190.00	8,760.00	7,825.15	646.11	1,255.15	10,015.15
22	2,190.00	10,950.00	10,916.52	901.36	2,156.52	13,106.52
23	2,190.00	13,140.00	14,286.10	1,179.59	3,336.10	16,476.10
24	2,190.00	15,330.00	17,958.95	1,482.85	4,818.95	20,148.95
25	2,190.00	17,520.00	21,962.36	1,813.41	6,632.36	24,152.36
26	2,190.00	19,710.00	26,326.07	2,173.71	8,806.07	28,516.07
27	2,190.00	21,900.00	31,082.52	2,566.45	11,372.52	33,272.52
28	2,190.00	24,090.00	36,267.04	2,994.53	14,367.04	38,457.04
29	2,190.00	26,280.00	41,918.18	3,461.13	17,828.18	44,108.18
30	2,190.00	28,470.00	48,077.91	3,969.74	21,797.91	50,267.91
31	2,190.00	30,660.00	54,792.02	4,524.11	26,322.02	56,982.02
32	2,190.00	32,850.00	62,110.41	5,128.38	31,450.41	64,300.41
33	2,190.00	35,040.00	70,087.44	5,787.04	37,237.44	72,277.44
34	2,190.00	37,230.00	78,782.41	6,504.97	43,742.41	80,972.41
35	2,190.00	39,420.00	88,259.93	7,287.52	51,029.93	90,449.93
36	2,190.00	41,610.00	98,590.42	8,140.49	59,170.42	100,780.42
37	2,190.00	43,800.00	109,850.66	9,070.24	68,240.66	112,040.66
38	2,190.00	45,990.00	122,124.32	10,083.66	78,324.32	124,314.32
39	2,190.00	48,180.00	135,502.61	11,188.29	89,512.61	137,692.61
40	2,190.00	50,370.00	150,084.95	12,392.33	101,904.95	152,274.95
41	2,190.00	52,560.00	165,979.69	13,704.75	115,609.69	168,169.69
42	2,190.00	54,750.00	183,304.96	15,135.27	130,744.96	185,494.96
43	2,190.00	56,940.00	202,189.51	16,694.55	147,439.51	204,379.51
44	2,190.00	59,130.00	222,773.67	18,394.16	165,833.67	224,963.67
45	2,190.00	61,320.00	245,210.40	20,246.73	186,080.40	247,400.40
46	2,190.00	63,510.00	269,666.43	22,266.04	208,346.43	271,856.43
47	2,190.00	65,700.00	296,323.51	24,467.08	232,813.51	298,513.51
48	2,190.00	67,890.00	325,379.73	26,866.22	259,679.73	327,569.73
49	2,190.00	70,080.00	357,051.00	29,481.28	289,161.00	359,241.00
50	2,190.00	72,270.00	391,572.69	32,331.69	321,492.69	393,762.69
51	2,190.00	74,460.00	429,201.33	35,438.64	356,931.33	431,391.33
52	2,190.00	76,650.00	470,216.55	38,825.22	395,756.55	472,406.55
53	2,190.00	78,840.00	514,923.14	42,516.59	438,273.14	517,113.14
54	2,190.00	81,030.00	563,653.33	46,540.18	484,813.33	565,843.33
55	2,190.00	83,220.00	616,769.22	50,925.90	535,739.22	618,959.22
56	2,190.00	85,410.00	674,665.55	55,706.33	591,445.55	676,855.55
57	2,190.00	87,600.00	737,772.55	60,917.00	652,362.55	739,962.55
58	2,190.00	89,790.00	806,559.18	66,596.63	718,959.18	808,749.18
59	2,190.00	91,980.00	881,536.61	72,787.43	791,746.61	883,726.61
60	2,190.00	94,170.00	963,262.01	79,535.40	871,282.01	965,452.01
61	2,190.00	96,360.00	1,052,342.69	86,890.68	958,172.69	1,054,532.69
62	2,190.00	98,550.00	1,149,440.63	94,907.94	1,053,080.63	1,151,630.63

Age	Annual deposit (\$)	Total deposit (\$)	Annual 9% interest (\$)	Total interest/Return (\$)	Year-end balance (\$)
18	2,190.00	2,190.00	—	—	2,190.00
19	2,190.00	4,380.00	197.10	197.10	4,577.10
20	2,190.00	6,570.00	411.94	609.04	7,179.04
27	2,190.00	21,900.00	2,566.45	11,372.52	33,272.52
60	2,190.00	94,170.00	79,353.40	871,282.01	965,452.01
61	2,190.00	96,360.00	86,890.68	958,172.69	1,054,532.69
62	2,190.00	98,550.00	94,907.94	1,053,080.63	1,151,630.63



60 years (600 Cigs) = \$120 per year

SOURCE: Cigarette prices: <https://www.tobaccofreekids.org/research/factsheets/pdf/0202.pdf>, accessed April 1, 2016. Stock return average: http://pages.stern.nyu.edu/~adamodar/New_Home_Page/datafile/histretSP.html, accessed April 1, 2016.

New No-Frills Money Skills Videos: Insurance



Episode 6 - Insurance: Protecting Yourself from Damage

Video

This episode begins with examples of activities with varying amounts of risk and introduces insurance, explaining how it is used to transfer or reduce risk. With a story about a homeowner, students learn several key insurance related concepts and terms.



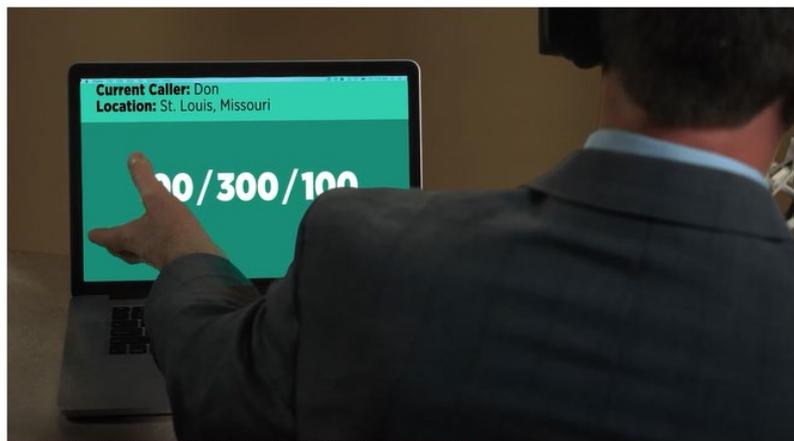
New No-Frills Money Skills Videos: Insurance



Episode 7 - Understanding Car Insurance: Paving the Way

Video

This three-part episode uses a radio talk show format to explain various aspects of car insurance. From the responses to questions from callers, students learn several key concepts and terms related to car insurance. The content for these videos was reviewed by members of the Missouri Insurance Education Foundation.



New No-Frills Money Skills Videos: Insurance

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First Name	Last Initial	Actions	Student Code	Password	Last Login	Email
Joe	F		S-dbwfhb	fcvprwrg	1/30/2018 1:54 pm	
Milton	F		S-csjben	ktakwvgk	1/30/2018 1:59 pm	
Robert	H		S-ngqftt	sytyxgam	Not Set	
Christina	R		S-pjcurf	jtmupjsn	1/30/2018 2:01 pm	
Anna	S		S-nxnrfj	kegrdeqp	1/30/2018 2:08 pm	
Kent	S		S-eurkvg	bkijnabkq	1/30/2018 2:11 pm	
Mary	S		S-gkqdm	ayswmjdu	Not Set	
Janet	Y		S-aggjtg	feewjpxq	11/13/2017 12:12 pm	

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FIRST NAME	LAST INITIAL	VIDEO Q&A	# OF TIMES VIEWED	QUIZ ATTEMPTS	QUIZ SCORE	DATE COMPLETED
Make Certificates						
Christina	R	No-Frills Money Skills: Episode 6—Insurance: Protecting Yourself from Damage	0	1	100	1/30/2018 2:05 pm
Janet	Y	No-Frills Money Skills: Episode 6—Insurance: Protecting Yourself from Damage	0	0	-	-
Joe	F	No-Frills Money Skills: Episode 6—Insurance: Protecting Yourself from Damage	0	2	37.5	1/30/2018 1:58 pm
Kent	S	No-Frills Money Skills: Episode 6—Insurance: Protecting Yourself from Damage	0	1	100	1/30/2018 2:11 pm
Mary	S	No-Frills Money Skills: Episode 6—Insurance: Protecting Yourself from Damage	0	0	-	-
Milton	F	No-Frills Money Skills: Episode 6—Insurance: Protecting Yourself from Damage	0	1	25	1/30/2018 2:00 pm
Robert	H	No-Frills Money Skills: Episode 6—Insurance: Protecting Yourself from Damage	0	0	-	-

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AP Economics

SYLLABUS STUDENTS STUDENT PROGRESS EDIT CLASSROOM WRITTEN ASSESSMENTS

You are now able to reset student post test scores with the click of a button. Please use this feature judiciously; do not offer retakes as an automatic option for your students. We collect data to determine the effectiveness of our resources using the original post test scores, so please encourage your students to do their best the first time.

All Course Progress All Audio Q&A Progress All Video Q&A Progress All Assessment Progress

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FIRST NAME	LAST INITIAL	COURSE	PRE-TEST SCORE	PROGRESS	POST-TEST SCORE	DATE COMPLETED
Government Budgets Make Certificates						
Anna	S	Government Budgets	29	93%	-	-
Christina	R	Government Budgets	-	0%	-	-
Janet	Y	Government Budgets	94	100%	100	11/13/2017
Joe	F	Government Budgets	24	93%	-	11/13/2017
Kent	S	Government Budgets	-	0%	-	-
Mary	S	Government Budgets	-	0%	-	-
Milton	F	Government Budgets	-	0%	-	-
Robert	H	Government Budgets	-	0%	-	-

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Kris.A.Bertelsen@stls.frb.org

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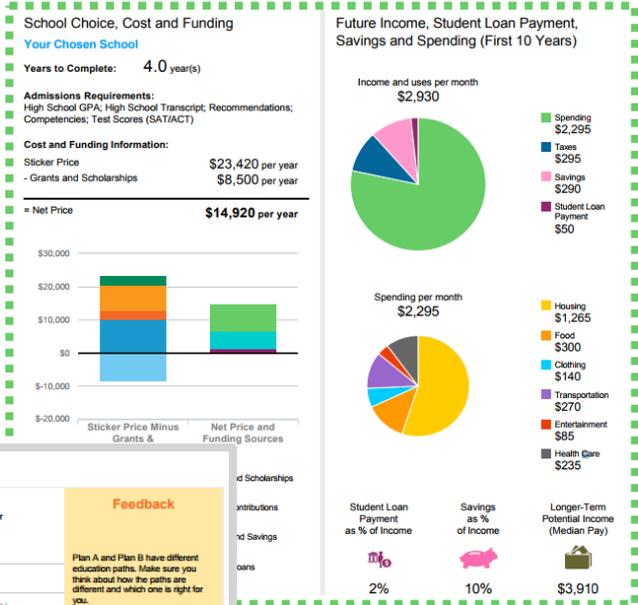
System Economic Education Resources

Princeton Williams

Federal Reserve Bank of Dallas
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investinwhatsnext.org



Select Your Grade

10th Grade

On track
May need attention
Needs attention

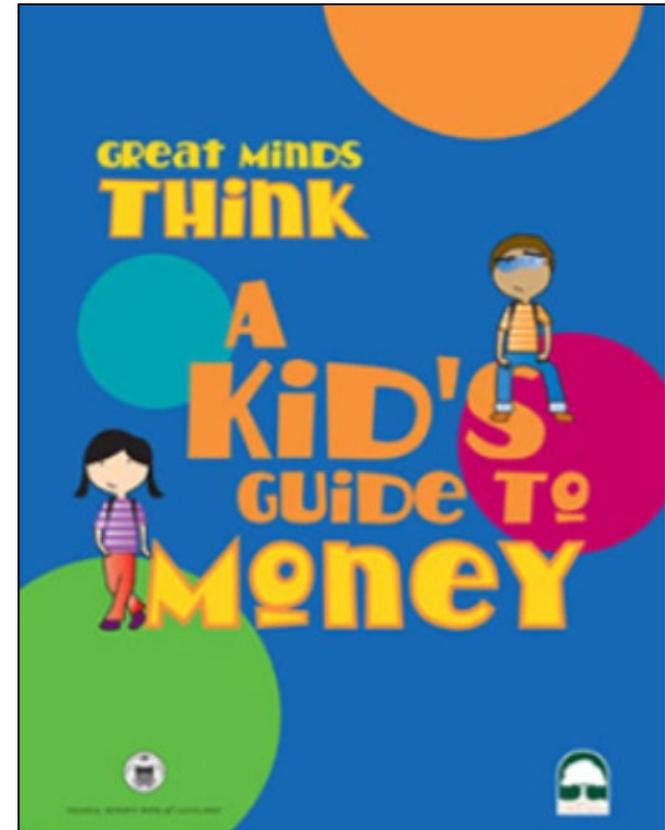
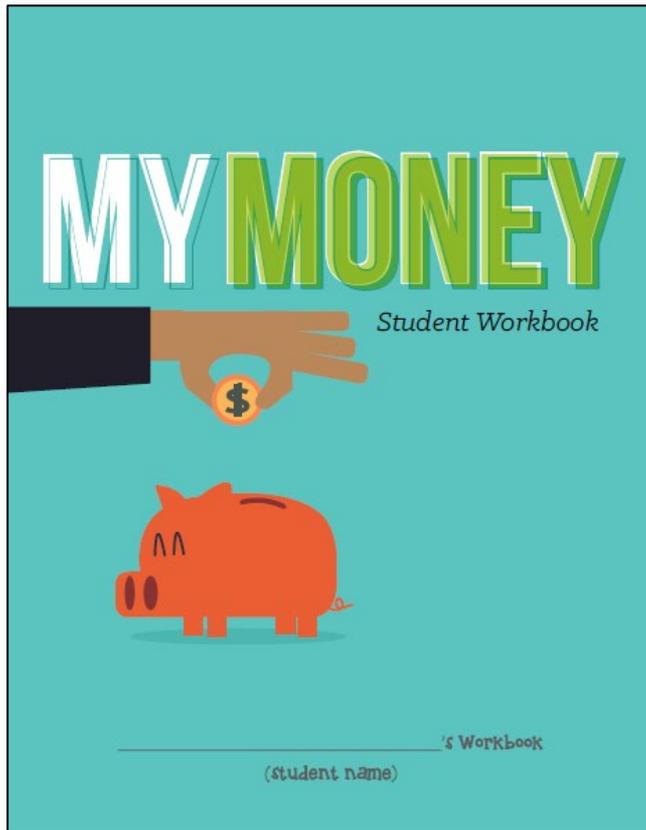
Category	Item	Status
ACADEMIC READINESS	Q1: Coursework	On track
	Q2: Academic knowledge and skills	Needs attention
	Q3: Admissions tests	On track
	Q4: Study and work habits	On track
	Q5: School or community activities	Needs attention
SOFT SKILLS	Q6: Experience and accomplishments	Needs attention
	Q7: Education paths and job options	Needs attention
KNOWING OPTIONS	Q8: School options	On track
	Q9: Admissions and financial aid	Needs attention

Plan Comparison

	Plan A My Other School Option Plan	Plan B Animator	Feedback
Education and Job Choice	Certificate Barber, Hairdresser, Cosmetologist	Bachelor's Degree Graphic Designer	Plan A and Plan B have different education paths. Make sure you think about how the paths are different and which one is right for you.
Annual Net Price for School	\$21,600 \$16,000 \$5,600	\$23,420 \$14,920 \$8,500	The net price of Plan A is lower than Plan B, which means you'd pay less per year to attend the school in Plan A.
Future Budget First 10 Years	\$205 per month (13%) \$0 per month (0%)	\$50 per month (2%) \$290 per month (10%)	The percent of your income you'd need to repay your student loans each month is higher for Plan A. It requires more planning to repay your student loans with Plan A.
Costs and Benefits	\$9,000 total 1.5 year(s)	\$17,220 total 4.0 year(s)	Your total school cost in Plan A is lower than in Plan B. Plan A would take you less time to complete than Plan B. That means your foregone earnings would be lower for Plan A. The median pay for the job in Plan A is lower than Plan B. If you were to earn the median pay for both jobs, Plan A would give you a lower earnings premium.
Earnings Median Pay	\$23,710 per year	\$46,900 per year	

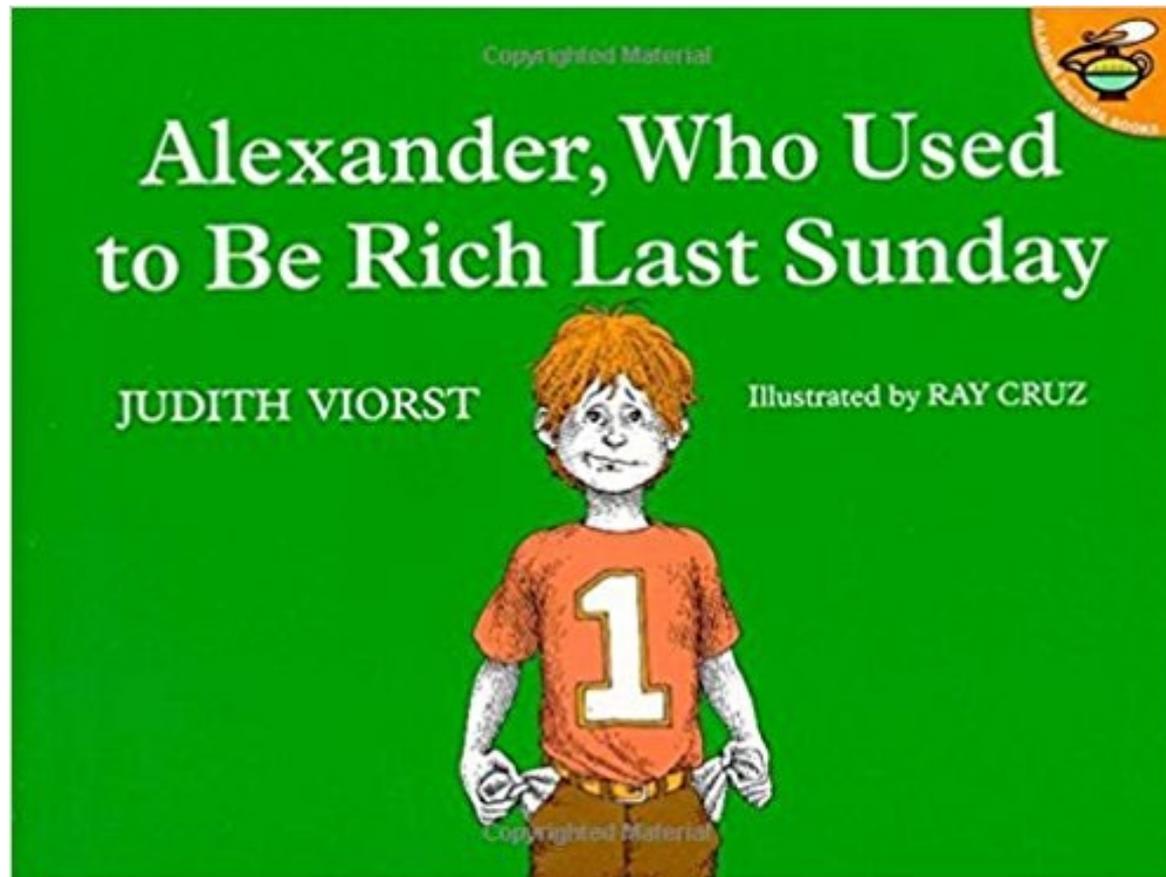


Elementary Print Publications





Children's Literature Lessons



Building Wealth

A Beginner's Guide to Securing Your Financial Future



Federal Reserve Bank of Dallas

Building Wealth

A Beginner's Guide to Securing Your Financial Future



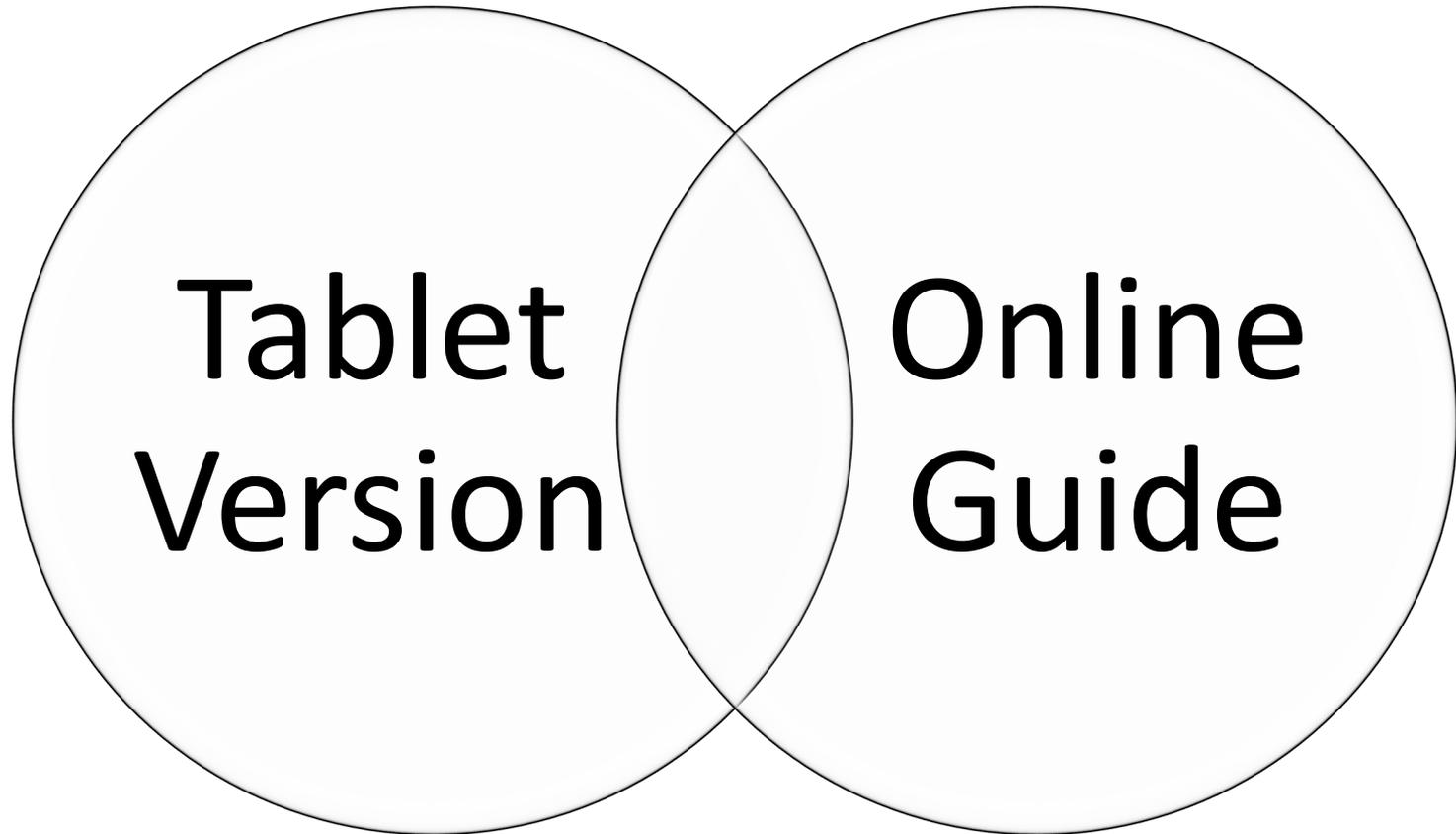
For Teachers

- Printed guide in English and Spanish
- Tablet version and online guide
- 12 classroom lessons with interactive PDF's and comprehensive procedure docs

Printed Guide

- Provided to teachers as a class set (50 copies)
- Topics
 - Define personal wealth
 - Use a balance sheet to determine net worth
 - Set financial goals
 - Track daily spending
 - Create a budget
 - Plan an investment strategy
 - Control debt
- Includes a comprehensive glossary

Digital Access



Classroom Lessons

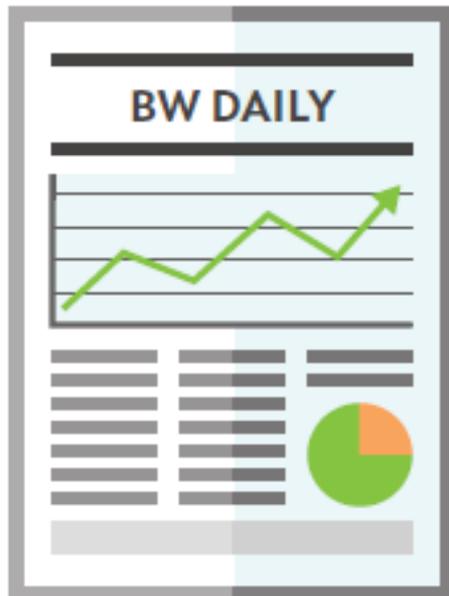
- The Balance Sheet
- Developing a Budget
- Put It in the Bank
- Owning versus Renting
- Stocks—Owning Part of a Company
- Bonds—Lending Your Money
- Diversification
- Investing for a Lifetime
- Risk and Return
- Use Credit Wisely
- Are You Credit Worthy?
- Term Loans

Save and Invest Lessons

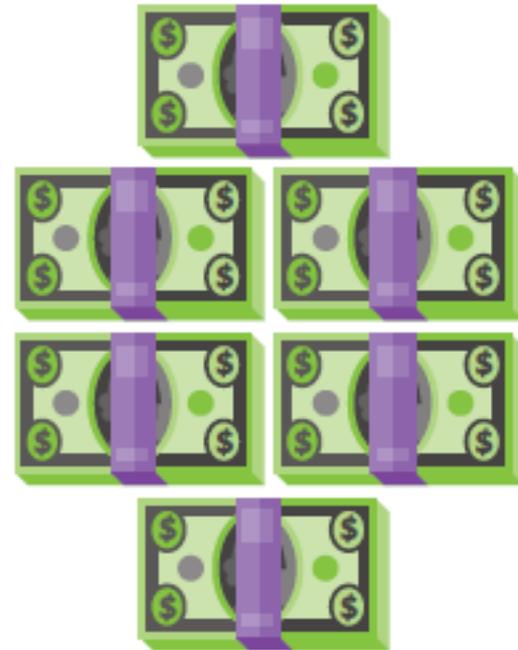
- Stocks—Owning Part of a Company
- Bonds—Lending Your Money
- Diversification
- Investing for a Lifetime

Wealth-Building Assets

Wealth-building assets are assets that generally appreciate over time or provide a return.



Stock Appreciation



Dividends

Building Wealth with Stocks

Wealth-Building Assets		
Savings Account	\$ 500	\$ 500
Stock (100 shares)	5,000	5000
Total	\$ 5,500	\$ 5500

Liabilities		
All Liabilities	\$ 1,000	\$ 1000

Totals		
Assets	\$ 5,500	\$ 5500
Liabilities	1,000	1,000
Net Worth	\$ 4,500	\$ 4500



Reset 

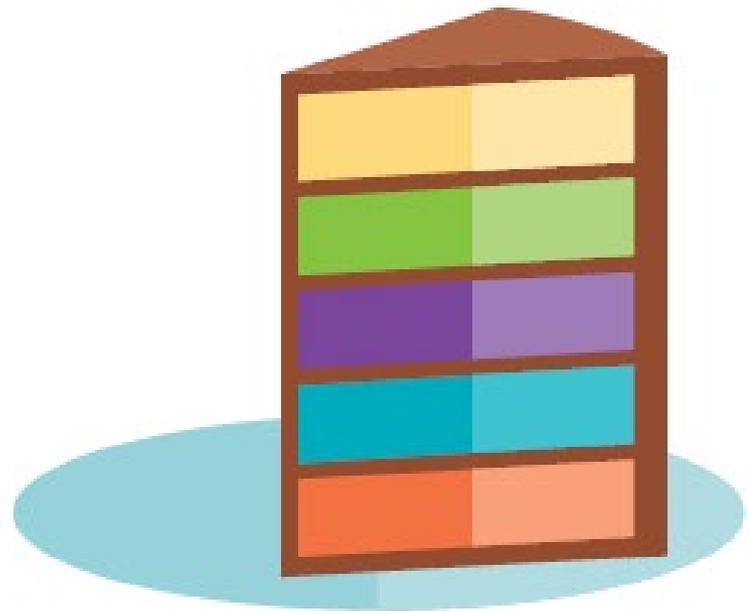
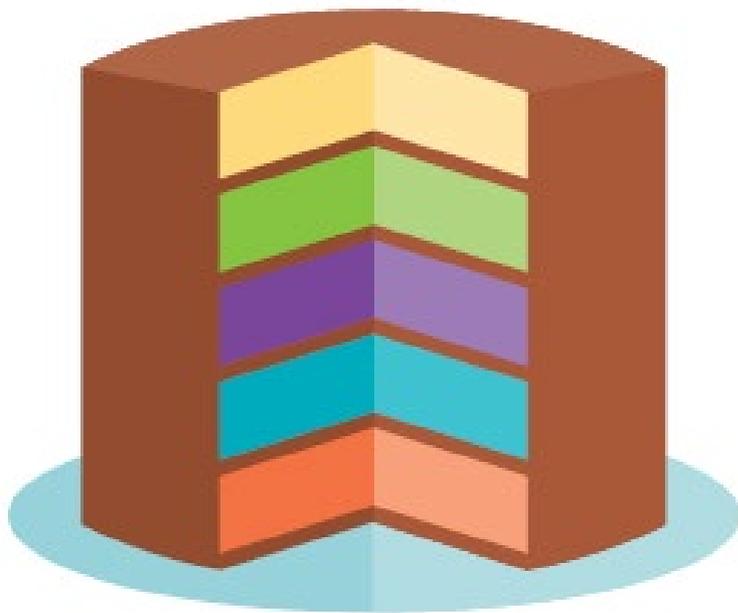
Sell Stock

Receive Dividend

\$.75/share * 100 shares quarterly
\$3.00/share annually



Mutual Funds





A Lifetime of Investing

Allocation 1



Allocation 2



Allocation 3



Allocation 4



Graph



A Lifetime of Investing

Allocation 1
\$890419

Allocation 2
\$890419

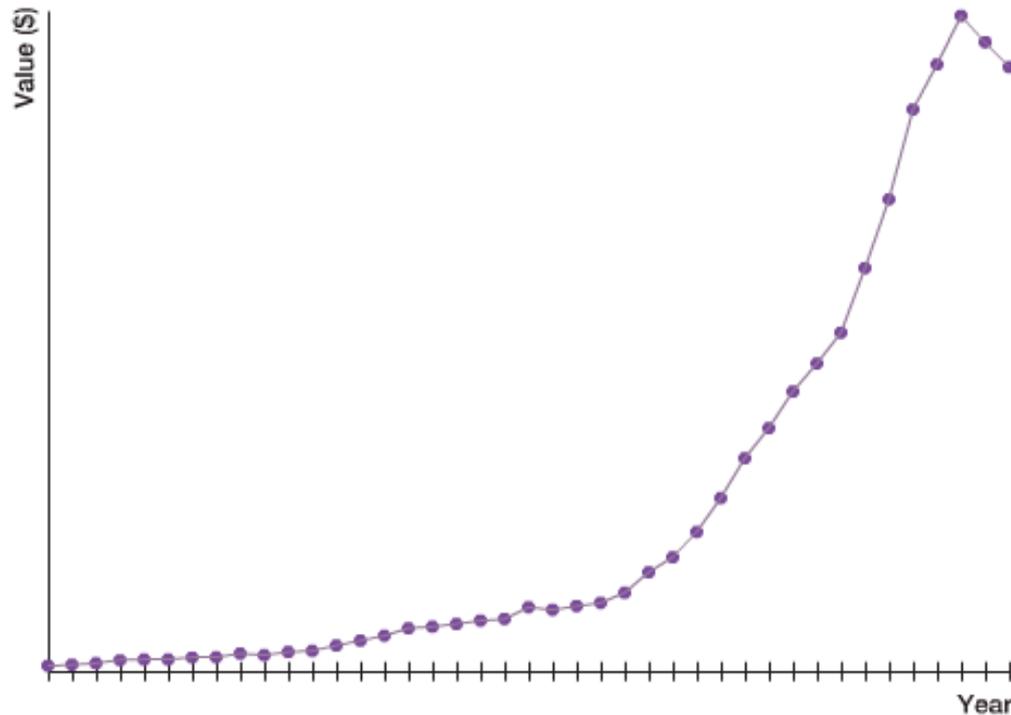
Allocation 3
\$890419

Allocation 4
\$890419

Allocate

Returns

Year 40



Reset ↻

Questions?

Princeton Williams

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