

What Does It Mean to Be Financially Literate?

Standard 1: Understanding Financial Literacy

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Grade Level	7th – 12th Grade	**Time Frame**	60 minutes
Subject	Financial Literacy, Social Studies	**Duration**	1-2 class period(s)
Course	Personal Financial Literacy		

Essential Question

What does it mean to be financially literate?

Summary

Students will create a definition of financial literacy through studying scenarios and understanding financial literacy from the context of the scenarios. The scenarios will ask students to determine if the person described is acting in a financially literate way. From this context, students will create a definition and concept model of the term "financial literacy."

Snapshot

Engage

Students brainstorm a beginning definition of financial literacy with a partner and then join another set of partners to compare definitions.

Explore

Students read different scenarios and determine whether the character in the scenario is acting in a financially responsible way.

Explain

Students return to their financial literacy definitions and expand or refine those definitions based on the information they gain from the Explore activity.

Extend

Students can interview a family member who describes a time where they believe they acted financially responsible, or students can rewrite one of the scenarios from the Explore section to improve the outcome.

Evaluate

The scenarios and the expanded definitions from the Explore, Explain, or Extend activities can serve as either formative or summative assessments.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR301: Locate simple details at the sentence and paragraph level in somewhat challenging passages
CLR302: Draw simple logical conclusions in somewhat challenging passages
WME301: Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is simple

Oklahoma Academic Standards (Personal Financial Literacy (7th through 12th grade))

PFL.1: The student will describe the importance of earning an income and explain how to manage personal income through the use of a budget.
PFL.5: The student will analyze the costs and benefits of saving and investing.

Attachments

- Frayer-Model-What-Does-It-Mean-to-Be-Financially-Literate - Spanish.docx
- Frayer-Model-What-Does-It-Mean-to-Be-Financially-Literate - Spanish.pdf
- Frayer-Model-What-Does-It-Mean-to-Be-Financially-Literate.docx
- Frayer-Model-What-Does-It-Mean-to-Be-Financially-Literate.pdf
- Lesson-Slides-What-Does-it-Mean-to-be-Financially-Literate.pptx
- Note-Organizer-What-Does-It-Mean-to-Be-Financially-Literate - Spanish.docx
- Note-Organizer-What-Does-It-Mean-to-Be-Financially-Literate - Spanish.pdf
- Note-Organizer-What-Does-It-Mean-to-Be-Financially-Literate.docx
- Note-Organizer-What-Does-It-Mean-to-Be-Financially-Literate.pdf
- Scenario-Handout-What-Does-It-Mean-to-Be-Financially-Literate - Spanish.docx
- Scenario-Handout-What-Does-It-Mean-to-Be-Financially-Literate - Spanish.pdf
- Scenario-Handout-What-Does-It-Mean-to-Be-Financially-Literate.docx
- Scenario-Handout-What-Does-It-Mean-to-Be-Financially-Literate.pdf

Materials

- Lesson Slides (attached)
- Scenario handout (attached; one copy per group of four)
- Note Organizer handout (attached; one copy per group of four)
- Frayer Model handout (attached; one copy per student)

Engage

Display **slide 5**. Assign partners or let students choose a partner to work with. Student pairs should be asked to define “financial literacy” or what it means to be “financially literate.”

Student pairs may struggle with creating a definition or may want to look up a definition on the internet. Allow students to struggle, though, and have them construct their own definitions without other supports. If they need to, students can think about what each word means individually and use context clues as well. Reassure student pairs that they will have a chance to revise this definition later.

Once definitions are finished, ask students to put their names on their definitions and collect their definitions without much comment. These will be passed back out later.

Explore

Display **slide 6**. While still with their partners, combine pairs together to make working groups of four. Give group members copies of the attached **Note Organizer** handout and the attached **Scenario** handout. On the scenario sheet, groups will read six scenarios together and determine whether each scenario has someone who is acting "financially literate" or not. They must be able to explain their reasoning for the decisions their groups make. As a group determination is made for each scenario, they each fill out a graphic organizer sheet.

Teacher's Note

During this discussion, monitor the progress of each group. If groups are struggling, reflect their questions back to them to encourage their own thinking. Some other good questions to ask: What are you struggling with? Do all group members agree? Why or why not? How did you reach that conclusion?

Display **slide 7**. After groups have completed their analyses of all the scenarios, tell them they are going to go over each scenario as a class and vote whether the scenario is financially literate with their feet. Divide the classroom in half with an imaginary line. Designate one side of the classroom as the financially literate or "responsible" side and the other side of the classroom as the opposite. Then, read each scenario aloud. As the scenario is read, ask students to choose which side of the classroom they believe the behavior in the scenario falls. Have them discuss their reasoning with the like-minded students who chose that same side of the room. Why do they believe the way they do? Have each side choose one spokesperson, or randomly call on one individual, to report a summary of the group's reasoning and conversations. Go through all six scenarios in this manner.

Alternative Assignment

If you do not have enough time to let students vote with their feet and discuss, you can do this alternative assignment instead:

After groups have completed their analyses of all the scenarios, discuss each scenario as a class and have groups share their reasoning. Once each group has shared their viewpoint and reasoning for scenario one, the entire class votes on whether this was a situation where someone was acting financially literate or not. This continues through each of the six scenarios until all are discussed and voted on.

Teacher's Note

The graphic organizer sheets can also be taken up and graded prior to a class discussion. After you've taken up the graphic organizer sheets, it is still important to have a class discussion of the scenarios to gain a deeper insight into financially literate behavior.

Explain

Display **slide 8**. Pass the original financial literacy definitions (from the Engage activity) back to their original authors. Ask the pairs to revisit their definitions and expand or revise them. Their revised definitions should reflect their conversations and any knowledge they gained from the group work with the scenarios.

Teacher's Note: Mentimeter

Before this part of the lesson occurs, create a Mentimeter presentation to share with the class, making sure to pick the word cloud type of presentation and change the number of submissions you would like to allow to two. Mentimeter is a free presentation website (Mentimeter.com) that you can log into with your Google account. The students will submit the next activity to Menti.com as part of your Mentimeter presentation and they will need the code given with the presentation.

Display **slide 9**. Ask pairs to pick one or two short phrases that they believe best represent financial literacy. Ask one partner to go to Menti.com and enter in the code that is tied to your Mentimeter presentation. Once that student is in Menti.com, have them type in the phrases they selected with their partner. Display the Mentimeter presentation in presentation mode so students can see the word cloud populate in real time.

Alternative Options

If you aren't familiar with Mentimeter and don't feel comfortable using it, you can use https://www.wordclouds.com instead. Open https://www.wordclouds.com and project it to the class. This site creates visual word clouds. Call on all student pairs to share their phrase for the term “financial literacy.” Type these phrases into the word cloud creator. And don't worry if their phrases repeat; word clouds work best if there is some repetition. Follow the instructions for creating the word cloud to share with the class. If you have access to a printer, word clouds are printable as well. If the site is not working for you, you may be using a machine that does not have the current Java plugin installed or there may be a firewall blocking the site from working. However, if you're unable to get it to work and don't have the time to troubleshoot the site, the blog https://monkeylearn.com/blog/word-cloud-generator/ can both provide you with links to other word cloud generators you can use in a pinch.

Display **slide 10.** Pass out the Frayer Model **graphic organizer** to all students. On this handout, the words "Financial Literacy" are already in the middle; however, if students are making their own charts, have them draw two lines across the page (one width-wise and one length-wise), dividing their page into four squares, and write "Financial Literacy" in the middle. The Frayer Model not only asks for a complete definition of the central word but also for characteristics, examples, and non-examples.

If students are making their own Frayer Model, have them write these things at the top of each of the four boxes on their page: definition, characteristics, examples, and non-examples. These have already been filled out in the chart if you are using the printable handout included with this lesson. Allow students to complete the graphic organizer with their partners, or individually if you'd prefer.

Extend

Two opportunities for extending this lesson are:

- **Option 1:** Display **slide 11.** Pass out the scenario list again and ask students to choose one scenario that does NOT represent a financially responsible solution. Have students rewrite the scenario so that the character is more financially aware of their dilemma and so the revised scenario offers a more financially responsible alternative. This would be an individual assignment.
- **Option 2:** Display **slide 12.** Have students individually interview an adult family member or an adult friend about a financial decision they made and how they handled it. If this option is chosen for the class, have students brainstorm a class list of interview questions prior to the actual assignment.

Evaluate

The graphic organizer from the scenarios, the Frayer Model organizer, and the Extend options can all serve as either formative or summative assessments for this lesson.

Teacher's Note: Looking for Hands-on Financial Literacy?

Mind Your Own Budget (MYOB) is a comprehensive game-based learning application for financial literacy. Mind Your Own Budget is aligned with the OK Passport and National Standards for Financial Literacy. Through game-playing, students encounter everyday financial tasks such as making and keeping a budget, paying recurring and emergency expenses, managing financial accounts, and using financial instruments. Each scenario presents a new challenge and teaches new concepts while building on important budgeting basics. To find out more about K20 Digital Game-Based Learning, go to https://k20center.ou.edu/games/ or email k20center@ou.edu.

Resources

- K20 Center. (2014). Frayer Model. Instructional Strategies. https://learn.k20center.ou.edu/strategy/126
- PBS. (2009). Lessons and activities. Your Life, Your Money. http://www.pbs.org/your-life-your-money/more/facilitatorguide_ch1_techlesson.php
- Smitty, K. (2013, August 29). 9 word cloud generators that aren't Wordle [Web log post]. Edudemic. http://www.edudemic.com/9-word-cloud-generators-that-arent-wordle/
- Techlearning Blog Staff. (2011, October 21). More Than Wordle... Ten Other Word Cloud Generators ... Providing Unique Features- by Michael Gorman [Web log post]. Tech Learning. http://www.techlearning.com/default.aspx?tabid=100&entryid=364