



Financial and Economic
Knowledge for Life

Summer Institute *Personal Finance*

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My teaching context

who, what, & how do I teach?



SESSION GOALS



Course sequence

what does my course look like?

Content

anticipating common student misconceptions

Teaching strategies

applicable strategies for use across your course

Conversations

keeping the session open to your needs, speak up

My course at a glance

- 1. Careers**
- 2. Paying for College**
- 3. Taxes & Income**
- 4. Checking**
- 5. Savings**
- 6. Credit**
- 7. Investing**
- 8. Insurance**
- 9. Budgeting**

Our topics

Investing

Risk and rewards, diversification & the stock market

Credit

Cards, statements, reports, scores & loans

Risk

Insurance & avoiding financial traps

Investing

“You don’t see who’s swimming naked until the tide goes out.”

- **Who said it?**
- **Warren Buffett**

Content

Let’s brush up on content while discussing student misconceptions.

What are the hardest parts for you or your students to teach/learn in your investing unit?

CONTENT CHALLENGES

Stock Market

how do we teach the complexities?

Investing = Gambling

some students believe there is no difference

Diversification & Risk

mitigating risk with different asset classes

Why Should I Invest?

students might not see the point at this age

Why should I invest?

Hook your students at every moment you can.

Always remember to be explicit: we are learning this because...

We are sales people for our class!

Compound Interest [[Calculator](#)] [[Start Early](#)]

Passive Income [[Combating TikTok hype](#) → with [Transparency](#) and [Logic](#)]

Beating Inflation

Americans are out of the markets [[Only 58% own stocks!](#)]

Girls & Investing [[Women Invest Less](#)]



Investing = Gambling

Many students enter our class with this perception. They see investing in markets as the same as sports betting.

When you place a bet, the money isn't yours. With investing, it is an asset.

Gambling needs a loser to have a winner. In Investing, all shareholders can win.

Value is being ADDED to the financial system, instead of gambling where it goes from one person to another.

Gambling has more uncertainty, and investing (should) have more thought out analysis and a purposeful (long term) strategy. Risk exists, but it is less of a game of chance.

Diversification & Risk

The background of the slide features a repeating pattern of pineapples and papayas. The pineapples are yellow with green crowns, and the papayas are reddish-orange with green leaves. The pattern is set against a light, textured background.

Some students are afraid to invest because of risk!

Diversification is an easy way to mitigate risk [[Stax](#)]

Long-term investing is key: a stock market crash for a 20 or 30 something's retirement savings is NOT an issue. (It's a benefit!)

Index funds are an easy and low cost way to diversify

Stock Market



Students have a natural curiosity of the stock market, but don't understand how it works or how to value any particular stock.

What stocks exist? How are they grouped? How do they go up/down? [[Finviz](#)]

The stock market is not the economy!

How do I value a stock? [[Yahoo Finance](#)]

Investing Teaching Strategies

Flip Reflections

Reflection is where we learn – see what students are thinking

Ranking Asset Classes

Students compare inflation and risk/reward of different types of investment vehicles

Investing in Girls

CEE program, Women's Empowerment Index [explainer] and highlighting women in business

Risk Assessments

Students need to understand their risk level and feel the market's ups and downs

Videos

Understand the market's failures & history with The Big Short and Frontline's Age of Easy Money [Assessment]

Analyzing Stocks

Yahoo Finance, Morningstar, SimplyWall.St, Investopedia and stock slides assessment



Teacher Talk:

What do you see being useful for your class?

What's something you do for Investing that you can briefly share?

What questions do you still have?

Credit

“Credit scores are the GPA’s of real life”

- **Who said it?**
- **Alex Lamon**

Content

Let’s brush up on content while discussing student misconceptions.

What are the hardest parts for you or your students to teach/learn in your credit unit(s)?

CONTENT CHALLENGES

Fear of credit cards

caution is good, fear is not – no caution is also bad

Free credit scores?

students don't know how to access their score legitimately

What's a good score – and how?

breaking down the elements of FICO

Fear of Credit Cards

Too much fear prevents students from ever wanting to get a credit card.

Too little fear leads to being taken advantage of and irresponsible spending

Showing off your own credit card habits

Showcase interactive data on debt in your county [[Urban Institute](#)]

We need credit cards to build credit and that process has to happen early!

Paying off balance in full at the end of the money = no interest = no problems!

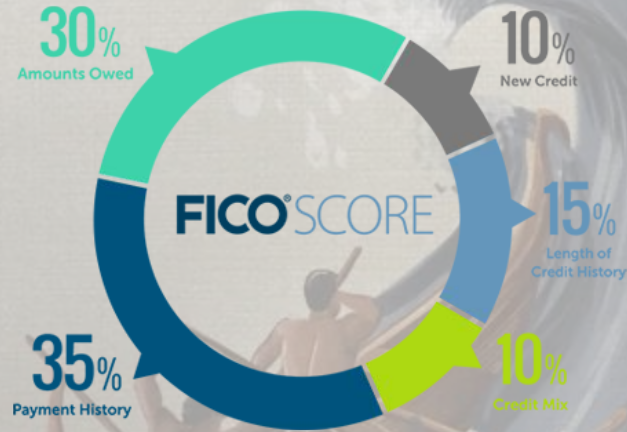
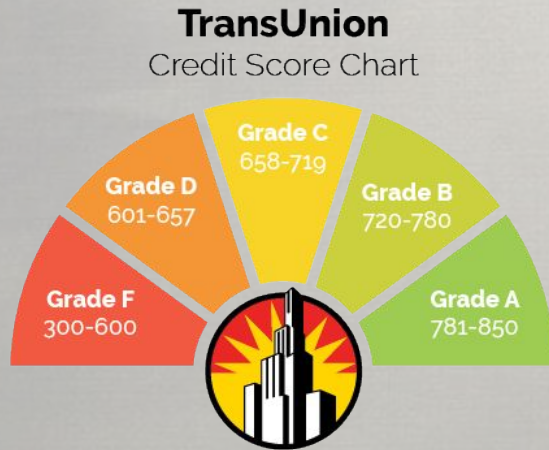
Free credit scores?

Students see commercials for free credit reports but don't know what the score means or which websites are legitimate.

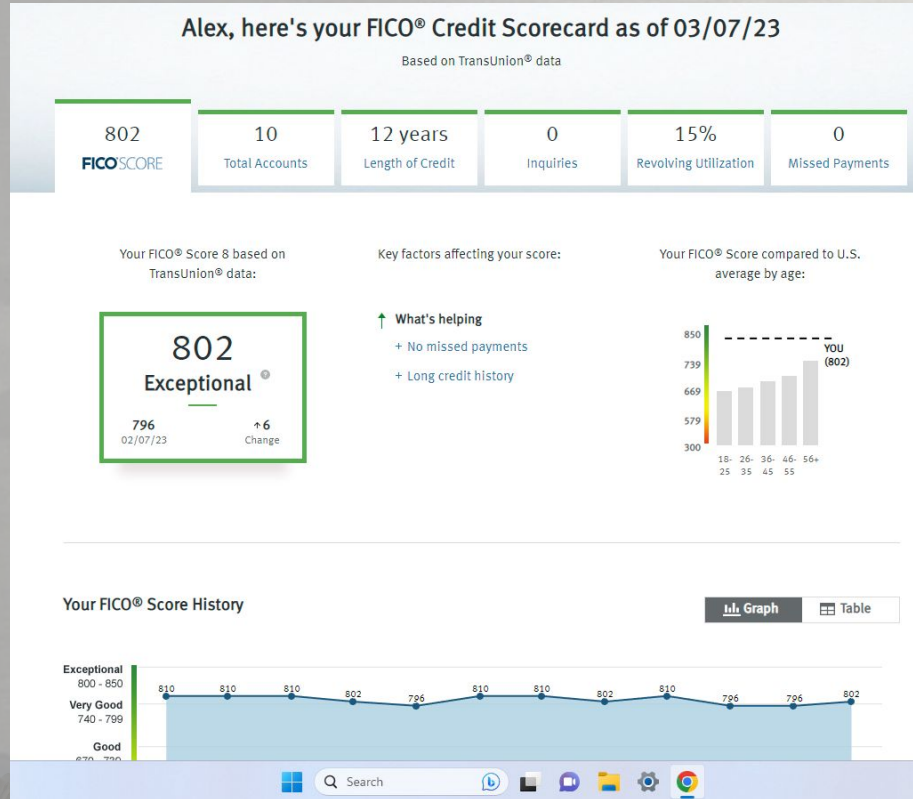
annualcreditreport.com is the only source authorized by the Federal Government for a legitimately free score

Other sites cannot always be trusted [[FTC](#)]

What's a good score – and how?



What's a good score – and how?



Rate my finances activity

Very Good

Your responsible use of available credit is considered very good

Why does revolving utilization matter?

Revolving utilization is one indicator of how much you owe on your accounts. The amount you owe lenders is one of the most important factors that impacts your credit and makes up about 30% of your FICO® Score.

Your revolving utilization is determined by:

- Your total balance owed on your revolving accounts
- Your total credit limit

Did you know?

The total balance on your last statement is generally the amount that will show in your credit report, even if you pay in full each month.

You've used **\$3,171** of your available credit, which is **15%** of your total credit limit.

Risk

“We use the term risk all too casually, and the term uncertainty all too rarely.”

- Who said it?
- John Bogle

Content

Let's brush up on content while discussing student misconceptions.

What are the hardest parts for you or your students to teach/learn in your risk/insurance/financial pitfall unit(s)?

CONTENT CHALLENGES

Too many terms

heads spin with all the vocabulary involved

Boring, far off

relating insurance to students' lives today is harder than other topics

Do I need it?

students don't understand if they should have certain types of insurance, and what is legally required.

CONTENT CHALLENGES

Too many terms

It's important to start simple: risk, limit, deductible, premium

Boring, far off

Focus on insurance affecting them today or very soon: car, health. [[Car accident videos](#)] [[Weird insurance](#)]

Do I need it?

Dealing with certain insurances that are legally required are a bit easier (health, car) but others are merky. Do you need renters insurance? Does a high schooler need life insurance?

Credit & Risk Teaching Strategies

Making Credit Real

Sharing your own [or others] experiences with credit

Simulations

Credit Clash, Bummer and Shady Sam (to be discussed next session)

The Fine Print

Especially in regards to credit reports

Calculating Rates

Especially for their first car loan [Quizizz activity]

Project-Based Learning

Making sense of their own knowledge by making an insurance commercial

Visual Vocabulary

To help manage these 'term heavy' units





Teacher Talk:

What do you see being useful for your class?

What's something you do for Investing that you can briefly share?

What questions do you still have?

Thank you!

Stay for the activities and games in Part 2!

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PART 2

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SESSION GOALS



Teacher sharing

come together to share best resources and practices for implementation

Simulations

sharing and demoing simulations + how I use activities in my PF class

Teacher time

get into the simulations and activities so you can spend less prep time later

Best practices for simulations

Demo first

Anticipating student issues or frustrations & try to clear them up first. Reminding them they can be hard!

Emphasize the learning

Hype your simulations, but make sure students know WHY they are doing the sim

Assessment plan

How will you assess? A reflection, share out, game screenshot?

Simulation	Topic	Best Practice
<u>Build Your Stax</u>	Diversification, asset classes	Play as a class and use NGPF's accompanying assessment reflection. Students enjoy playing multiple times - each play is different!
<u>Time The Market</u> (NASDAQ) <u>Bloomberg Trading Game</u> (Individual stocks)	Beating the market	Teach the challenges behind beating the market, and the risk that one needs to have to time the market. Is timing the market better than time in the market?
<u>Crypto Craze</u>	Cryptocurrency	Experience the emotional rollercoaster and speculation behind crypto coins [Assessment]
<u>Credit Clash</u>	Managing credit, FICO scores	This card game style simulation requires some teacher demo. Monitor the room and give students advice on their first time.
<u>Bummer!</u>	Insurance terms and decisions	Partially luck based 'spin the wheel' game matches themes of insurance well and makes learning basic vocab terms easy.
<u>Shady Sam</u>	Predatory lending	Students see the dark side of lending by taking on the role of the loan shark. Learn how to manage term, monthly payment, and interest rates when picking a loan.
<u>Powerball Simulator</u>	Financial pitfalls	How likely are you to actually win the lottery? Students get money to see and test their odds. [Assessment]

Activities (non-simulations)

- Analyze a Company: Students start with a trend, and research a public company that will profit off the trend
- Insurance commercial: Students learn the fundamentals behind insurance and risk by creating their own advertisement
- Speed Dating: After initial stock research, students speed date around the classroom as their stock to become the 'hottest' stock
- House Flipping: Taking a stab at real estate investing, students identify a house to flip, rehabilitate, and estimate their return on investment [Example] [ROI]
- Crypto Infographic: Students research a coin and visualize its traits and success as an investment
- Bake-onomics: The sweeter side of economics
- Rate my finances activity





Thank you!

Stay in touch, and relax this summer!

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