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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Human Services |
| **Course Name** | Dollars and Sense |
| **Lesson/Unit Title** | Don’t take the Risk |
| **TEKS Student Expectations** | **130.273.** **(c) Knowledge and Skills**(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:(I) investigate bankruptcy laws, including ways to avoid bankruptcy(J) apply management principles to decisions about insurance for individuals and families(K) evaluate personal and legal documents related to managing individual and family finances such as birth certificates, medical records, social security cards, financial records, and property records |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | **Students will:*** Assess ways to manage risk of loss of assets
* Investigate how insurance is used and understand how needs vary from person to person
* Understand the importance of keeping safe personal records
* Evaluate the negative effects of bankruptcy and techniques to avoid it
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| **Rationale** | After working hard for our assets, we want to protect them. Car wrecks, stolen cars, house fires, major illnesses, injuries, and other unexpected events can disrupt the most carefully made financial plans. Insurance is a way of managing the possible risk of an unfortunate event. A consumer can purchase insurance which will protect him or her financially in case of an unexpected, expensive event. Insurance provides protection against unexpected financial losses. Without such protection, the best of financial plans can be wiped out by one major occurrence.This lesson is all about reducing risks to our assets. Part of the lesson is focused on insurance and reducing risks when emergencies occur. The other part of the lesson concerns the importance of keeping safe personal records. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Appraisal:** Written estimate of the value of property**Asset:** Resource having monetary value**Bankruptcy:** A legal declaration of the inability to pay debt**Beneficiary:** The person who receives the benefit of life insurance when the policyholder dies**Cash value:** The reserve built up in a whole life insurance policy**Claim:** The policyholder’s request for reimbursement when an event happens (a loss)**Co-pay:** The portion of payment that is paid by the insured**Deductible:** A set amount the policyholder must pay when there is a loss or claim, before the insurance company begins to pay**Estate:** The total assets one owns at the time of his or her death**Group insurance:** Insurance plans that cover a large group of people**Insurance:** An agreement in which a person makes regular payments to a company and the company promises to pay money if the person is injured or dies, or to pay money equal to the value of something (such as a house or car) if it is damaged, lost, or stolen**Open-enrollment period:** A defined period of time during which individuals are permitted to enroll in a group insurance plan without providing evidence of insurability**Policy:** A written agreement between the consumer purchasing the insurance and the insurance company**Policyholder:** Consumer who is buying the insurance**Premium:** The money the consumer pays for the policy**Risk:** The chance of loss from an accident, illness, disaster or deathAdditional common insurance terms can be found here:Glossary of Common Insurance Terms<http://www.tdi.texas.gov/consumer/glossary.html> |
| **Materials/Specialized Equipment Needed** | **Equipment:*** Computer with Internet for multimedia presentations (be sure to follow district guidelines for Internet access)
* Computers/laptops with printer capability
* Presenter/remote
* Reserve computer lab, if needed
* Excel or another spreadsheet software

**Supplies:*** Copies of handouts
* Index cards
* Poster board

**Materials:*** Pictures of insurance companies
* Play money
* Samples of insurance policies
* Copies of all handouts

**PowerPoints:*** Auto, Homeowners, Medical and Life Insurance
* Bankruptcy and Personal Financial Records

**Technology:*** Free iPad Apps:
	+ Don’t Break the Bank<https://itunes.apple.com/us/app/dont-break-the-bank/id537450041?mt=8>
	+ GoalGetter – Financial goal planner<https://itunes.apple.com/us/app/goalgetter-financial-goal/id465208727?mt=8>
* Infographic:
	+ Solve the Insurance Mystery and Understand the Basics of Your Insurance PolicyThe infographic shows what consumers think about their insurance policies and what Nationwide is doing to help its members solve the basics of the insurance mystery.<http://www.inthenation.com/insurance-basics-infographic/>
* TED Talk:
	+ How to Retire by 20 | Kristen Hadeed | TEDxUFWhen most of us were children we kept ourselves occupied with games, television, and Barbies. Kristen Hadeed was not like most kids. In this talk, Kristen will show how listening to your inner child can take you places beyond your wildest dreams. After all, this young entrepreneur had it all figured out before her 10th birthday.<https://youtu.be/JDvoGev5_tk>

**Graphic Organizers:*** Keeping Family / Household Records
* Keeping Family / Household Records (Key)
* Compare Health Care Plans
* Compare Health Care Plans (Key)
* Slide Presentation Notes

**Handouts:*** Consumer Bill of Rights for Homeowners. Dwelling and Renters Insurance
* Consumer Bill of Rights for Personal Automobile Insurance
* Filing for Bankruptcy – What to Know Project
* Rubric for Filing for Bankruptcy – What to Know Project
* Test on Insurance, Record Keeping and Bankruptcy
* Test on Insurance, Record Keeping and Bankruptcy (Key)
* Texas Auto Insurance Requirements
* Texas Auto Insurance Requirements (Key)
* What Do You Know About Insurance?
* What Do You Know About Insurance? (Key)
 |
| **Anticipatory Set**(May include pre-assessment for prior knowledge) | **Prior to class:**Note to Teacher: More information on finances can be found in these courses:* Interpersonal Studies: Financial Obligations Throughout the Family Life Cycle
* Dollars and Sense: Take It to the Bank; Personal Money Management; Managing Your Finances

Refer to Practical Money Skills for grades 9-12 for additional lesson plans, resources and activities. Educators can use the 22 free, standards-aligned lessons in sequence or on an individual basis.<https://www.practicalmoneyskills.com/foreducators/lesson_plans/highschool.php>Refer to “Materials for Teaching Insurance” for additional PowerPoint presentations, publications, and activities to help students understand basic insurance and fire safety.<http://www.tdi.texas.gov/kids/kidsteacher.html>Display as many of the lesson-related supplies as you have available on a table in front of the room.Become familiar with PowerPoints, handouts, and activities.This lesson is divided into several mini-lessons to make it easier to present the information on multiple days. By distributing the information into mini-lessons, it will be easier for students to understand the information.**Before class begins:**Write the terms “insurance” and “risk” on the board or overhead. Discuss the meaning and definition of each word as it relates to individuals and families.On the board, write the following questions for students to answer in their daily journals or on a separate sheet of paper. Ask students to think about their families and their insurance needs.* How do we share the risk with an insurance company when we purchase insurance?
* Wouldn’t it be better to just invest money instead of spending all that money on insurance premiums?
* Why must we comply with the state’s laws to purchase automobile insurance?
* What happens if you can’t afford health insurance and you need medical attention?
* Why do some people turn to bankruptcy as a solution to their financial situation?
* Why is it important to keep personal records?

Lead students to share and discuss their responses.Start by giving the pre-test What Do You Know About Insurance? Use What Do You Know About Insurance? (Key) to discuss the answers and why they are correct or incorrect. This activity helps the student assess what they know and what they need to learn. Discussing the correct answers will help students learn about things they do not know.Prior to slide presentation Bankruptcy and Personal Financial Records, distribute Keeping Family / Household Records. Students will place important records under one of the three categories: “Records to Place in Safe Deposit Box”, “Records to Keep in an Active File at Home” or “Records to Discard”. After the students complete this handout, have them set it aside. They will review it after viewing the PowerPoint Bankruptcy and Personal Financial Records lesson during Direct Instruction or after viewing slide 18 of the PowerPoint. |
| **Direct Instruction \*** | Note to teacher: Prior to beginning this lesson, please review, preview and select the appropriate multimedia for your classes.Introduce lesson objectives, terms and definitions.If the terms are challenging for your students, you may choose to have them create a Personal Word Wall or utilize the Four Corners Vocabulary/ Word Wall Activity.Distribute handout Slide Presentation Notes. Students will be expected to take notes while viewing the slide presentation. Teacher will determine the notes to be recorded by students.Introduce PowerPoint Auto, Homeowners, Medical and Life Insurance slides 1-18. There are many types of insurance, but we will start by focusing on auto and homeowners’ insurance in this presentation.Use appropriate notes from Presentation Notes for Auto, Homeowners, Medical and Life Insurance for discussion.**See Guided Practice Activity One**Continue with the slide presentation Auto, Homeowners, Medical and Life Insurance slides 19-35 on medical and life insurance. Have students continue using Slide Presentation Notes for note taking.Use appropriate notes from Presentation Notes for Auto, Homeowners, Medical and Life Insurance for discussion.**See Guided Practice Activity Two**Present slide presentation Bankruptcy and Personal Financial Records.Use appropriate notes from Presentation Notes for Bankruptcy and Personal Financial Records for discussion.Students will continue taking notes on Slide Presentation Notes.Discuss record keeping and have students retrieve the handout Keeping Family / Household Records on where to store various personal records. Use Keeping Family / Household Records (Key) to have students correct their handout with the right answers.**See Guided Practice Activity Three***Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** encouraging participation
* praising the student
* providing the student with a copy of the slide presentations
 |
| **Guided Practice \*** | **Guided Practice Activity One**Following the presentation, students will reinforce the information learned from the presentation by completing the worksheet Texas Insurance Requirements.Discuss the importance obtaining insurance policies and how it impacts our lives.**Guided Practice Activity Two**At the completion of the presentation, have students complete the graphic organizer Compare Health Care Plans.**Guided Practice Activity Three**Distribute Filing for Bankruptcy – What to Know Project. Students will use websites as resources to create a poster with the following information:* Who should consider bankruptcy?
* What can bankruptcy do for you?
* What bankruptcy cannot do for you
* What is exempt property in a bankruptcy filing?
* What are the counseling and education requirements for bankruptcy?
* What are the advantages of filing for bankruptcy?
* What are the disadvantages of filing for bankruptcy?
* Five common mistakes consumers make when filing for bankruptcy

Lead students to share and discuss their responses.Distribute Rubric for Filing for Bankruptcy – What to Know Project so the students will understand the requirements of the project.Teacher should be available to answer questions as students work on Filing for Bankruptcy – What to Know Project*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** extra time for assignments
* positive feedback
* copies of slide presentations
 |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will work on activities included in Guided Practice One, Two and Three.Lead students to share and discuss their responses. Check for understanding.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** extra time for assignments
* positive feedback
* assistance in gathering information
 |
| **Lesson Closure** | Review terms, definitions and lesson objectives.Questions:* Why is insurance important?
* How might your insurance needs change over your life cycle?
* When you purchase auto insurance, what is going to be most important if you have a 10-year-old car that is paid for? How about a $60,000 luxury car? How about a $25,000 car you are making payments on?
* What do you need to know when choosing health insurance?
* Why is personal record keeping important? Where do you store those records?
* When would you consider bankruptcy? What should you do to avoid getting yourself in a position where you feel the need to file bankruptcy?
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| **Summative/End of Lesson Assessment \***  | Assessments during lesson:* Texas Insurance Requirements
* Compare Health Care Plans
* Rubric for Filing for Bankruptcy – What to Know Project

Have students share their posters from the bankruptcy project with the class. Display the posters in the classroom.Distribute Test on Insurance, Record Keeping and Bankruptcy. Use Test on Insurance, Record Keeping and Bankruptcy (Key) to grade the end-of-lesson assessment.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** assisting students with research for poster
* modifying test if IEP calls for modification
* giving copies of slide presentations for study
 |
| **References/Resources/****Teacher Preparation** | **Images:**Microsoft Clip Art: Used with permission from Microsoft.**Textbooks:**Lowe, Ross. *Consumer education and economics*. 6th ed. Glencoe/McGraw Hill, 2006. Print.Madura, Jeff, Mike Casey, and Sherry J. Roberts. *Personal financial literacy*. Boston: Pearson, 2010. 23-29. Print.**Websites:*** All Insurance Information OrganizationGreat site for general insurance information<http://allinsuranceinfo.org/>
* Federal Trade CommissionFiling for Bankruptcy: What you should know<http://www.consumer.ftc.gov/articles/0224-filing-bankruptcy-what-know>
* Money MattersFinancial Education Curriculum produced by First Command Educational Foundation<http://www.fcef.com>
* NEFE High School Financial Planning ProgramNational Endowment for Financial Education.<http://www.hsfpp.org/>
* Privacy Rights Clearing HouseInformation on Record Keeping<https://www.privacyrights.org/fs12a-personal-data-retention-and-destruction-plan#whykeep>
* United States CourtsInformation on Bankruptcy<http://www.uscourts.gov/FederalCourts/Bankruptcy/BankruptcyBasics.aspx>
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall
* Peer to read materials
* Shortened, modified test
* Extra time for responses
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| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** | Current Events:Assign students to read about insurance and financial responsibilities. Information can be found in newspaper articles, magazines, journals and online print. Suggestions:* Consumer Bill of Rights for Homeowners, Dwelling and Renter’s Insurance
* Consumer Bill of Rights for Personal Automobile Insurance
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| **Quotes** | Money will come when you are doing the right thing.**-Mike Phillips**The mint makes it first, it is up to you to make it last.**-Evan Esar**Money is the opposite of the weather. Nobody talks about it, but everyone does something about it.**-Rebecca Johnson**If you don’t know where you are going, any road will get you there.**-Lewis Carroll**Know what happens when an individual declares bankruptcy and how it affects his or her life.**-Marilyn vos Savant**Five thousand people every day lose their home because of a medical bankruptcy. Most of them had insurance.**-Debbie Stabenow** |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:*** Why is insurance important?
* Identify ways to manage the risk of losing your assets.
* Describe how insurance reduces the risk of losing your assets.
* What are the features of automobile insurance? Why should you purchase more than the Texas law requires?
* Make a list of personal records that you think you should save. Determine whether they should be in a home file or a safe deposit box.
* When should a person consider filing bankruptcy? When should they avoid filing bankruptcy?

**Writing Strategy:**RAFT Writing Strategy* Role – Student
* Audience – Peer
* Format – Letter
* Topic – The importance of not being underinsured
 |
| **Communication****90 Second Speech Topics** | * Three things I know about auto insurance.
* What is the difference between Indemnity, HMO and PPO?
* Why it is important for me to keep personal records.
* What I plan to do to try to avoid bankruptcy.
* How might my insurance needs change over my life cycle?
 |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | * The law necessitates that drivers carry certain types and amounts of auto insurance. These requirements vary among states. Using the Internet, research the legal requirements for Texas. Do you believe they are adequate? What changes would you make? Why?
* Use the Internet to research disability and long-term care insurance offered by three major insurance companies. Research coverage, costs and factors to contemplate whether and how much of this type of coverage someone might wish to consider at different stages of life.
* Using the Internet, have students do a price comparison of three insurance companies.
* Ask students to do further research about additional insurance such as dental, vision or supplemental insurance. “All Insurance Information Organization” is a great source of information.<http://allinsuranceinfo.org/>
* Investigate Texas state laws related to uninsured motorists.
* TED Talk:TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.
* How to Retire by 20 | Kristen Hadeed | TEDxUFWhen most of us were children we kept ourselves occupied with games, television, and Barbies. Kristen Hadeed was not like most kids. In this talk, Kristen will show how listening to your inner child can take you places beyond your wildest dreams. After all, this young entrepreneur had it all figured out before her 10th birthday.<https://youtu.be/JDvoGev5_tk>
 |
| **Family/Community Connection** | * Invite an insurance agent to speak to the class on the various auto insurance coverages.
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| **CTSO connection(s)** | **Family, Career and Community Leaders of America (FCCLA)** <http://www.fcclainc.org>**National Program:**The FCCLA Financial Fitness national peer education program involves youth teaching one another how to make, save and spend money wisely. Through FCCLA’s Financial Fitness program, youth plan and carry out projects that help them and their peers learn to become wise financial managers and smart consumers. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. <http://www.ysa.org/>Plan a peer education project where the students inform other students about why they should purchase more than minimum liability insurance. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)