



# FINANCIAL LITERACY

*Anytime, Offline Activities*

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## Introduction

A number of educators requested assistance locating assignments for Flexible Instruction Days. To make them accessible to all students, the activities must require little to no technology access. In addition, the activities should not require specific prior knowledge as they may be put into use at any point during a course.

The Making Cents Project leadership team developed the activities in this document to meet those needs. The inclusion of a resource or methodology in this document does not indicate endorsement by the Pennsylvania Department of Education (PDE). Educators and local education agencies (LEAs) are responsible for reviewing the resources to make sure they are compatible with the LEA's continuity of education plan and learning objectives.

For additional resources for teaching personal finance, visit [www.MakingCentsPA.org](http://www.MakingCentsPA.org), PDE's Standards Aligned System at [www.pdesas.org](http://www.pdesas.org), or reach out to Hilary Hunt, Director of the Making Cents Project at [hilary@makingcentspa.org](mailto:hilary@makingcentspa.org).

**Activity 1****Money and Me: A Self-Evaluation****Overview**

Students will read a series of statements and determine whether each one applies to them or not. They will select three of the statements and explain their responses in more detail.

**Optional Follow-Up Activities**

Invite students to watch Thasunda Duckett's TED Talk on the topic, "[6 Ways to Improve Your Relationship with Money](#)."

Direct students to complete the [Examining Money Habits](#) self-paced module from Discovery Education and Discover's Pathway to Financial Success and use the associated [unit guide](#) to facilitate discussion.

**Related Pennsylvania Standards**

## Family and Consumer Sciences

[11.1.12.B](#) Analyze the management of financial resources across the lifespan.

[11.1.12.C](#) Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).

## Business, Computer and Information Technology

[15.6.12.A](#) Evaluate the impact of internal and external influences on financial decisions.

[15.6.12.G](#) Identify strategies for personal financial management.

## English Language Arts

CC.1.4.G Write arguments to support claims in an analysis of substantive topics.

CC.8.6.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Activity 1 Handout****Money and Me: A Self-Evaluation**

When most people think about relationships, they think about the ones they have with other people: their friends, families, classmates, etc. But what about your relationship with money? How you think about and interact with money can sometimes be just a great — or complicated — as a relationship with another person.

**Directions:** Read each statement below and decide if it applies to you. Put an X in the box that most closely matches your answer.

	<b>This statement describes me:</b>		
	<b>Very Well</b>	<b>A Little</b>	<b>Not at All</b>
1. I feel confident about my ability to manage money.			
2. I know exactly how much money I have right now.			
3. I never feel like I have as much money as I need.			
4. I consider myself to be a good saver.			
5. I get nervous talking about money with other people.			
6. I try not to think about money and finances unless I have to.			
7. I find it hard to spend money.			
8. A lack of money has kept me from doing things I would have enjoyed.			
9. Managing my money wisely is important to me.			
10. I still have a lot to learn about personal finance.			

**What Does Money Mean to You?**

Choose three statements to elaborate on and put a star next to each one. Follow the directions on the next page.

**What Does Money Mean to You?** (continued)

Explain why each of the statements you selected does or doesn't apply to you. Consider:

- Is this something you would like to change — either now or in the future?
- How does this influence your "relationship" with money?

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**Statement Number** \_\_\_\_\_

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**Statement Number** \_\_\_\_\_

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**Statement Number** \_\_\_\_\_

**Activity 2****How I Spend My Money****Overview**

Students will reflect on their recent spending decisions by completing a spending log. For each item or experience, they will fill in the amount spent, whether it was a want or a need, and if the expense was planned or unplanned. They will then select three of their spending decisions and write a paragraph about each one. In doing so, students will consider additional factors, such as whether or not the payment method they selected influenced their spending decisions and how much time they spent thinking about that particular decision to spend money. Students who do not have money of their own to spend are encouraged to reflect on the money they have influenced someone else to spend, such as a parent or friend.

**Optional Follow-Up Activities**

Invite students to research and compare tools they can use to track their expenses over a period of time using [RESEARCH: Online Tools and Apps](#) from [Next Gen Personal Finance](#).

Direct students to complete the [Spending Wisely](#) self-paced module from Discovery Education and Discover's Pathway to Financial Success and use the associated [unit guide](#) to facilitate discussion.

**Related Pennsylvania Standards**

## Economics

[6.1.9.B](#) Identify the origin of resources and analyze the impact on the production of goods and services. Analyze how unlimited wants and limited resources affect decision making.

## Family and Consumer Sciences

[11.1.12.B](#) Analyze the management of financial resources across the lifespan.

[11.1.12.C](#) Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).

[11.1.12.F](#) Compare and contrast the selection of goods and services by applying effective consumer strategies.

Business, Computer and Information Technology

- [15.6.12.A](#) Evaluate the impact of internal and external influences on financial decisions.
- [15.6.12.G](#) Identify strategies for personal financial management.
- [15.6.12.H](#) Evaluate payment methods for major purchases.
- [15.9.12.B](#) Analyze how marketing influences today's households, businesses, and society; including but not limited to business-to-consumer, business-to-business, and consumer-to-consumer.

English Language Arts

- CC.1.4.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- CC.1.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.8.6.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



**Activity 2 Handout****How I Spend My Money**

When was the last time you thought about your expenses? Reflecting on how we use our money can help us to think about whether or not we are making wise spending decisions and/or determine spending habits we should change.

Directions: Fill in the chart below with at least ten recent expenses. Consider both items you purchased as well as money spent on things you experienced or downloaded. These can be things you used your own money to pay for or items you asked someone else to purchase on your behalf. How much did the item cost? Was it something you needed or just wanted? Did you plan to get it or was it unplanned?

<b>Recent Expenses</b>	<b>Amount Spent</b>	<b>Want or Need?</b>	<b>Planned or Unplanned?</b>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			



## Activity 3

# #Goals

### Overview

Using materials they have at home, students will create a vision board that reflects their future goals. Students with access to technology can choose to create a digital version, if desired. Once they have completed their vision board, students will identify the financial implications of some of their future goals and answer a series of questions about each.

### Optional Follow-Up Activities

Invite students to present their vision boards to the class and/or display them where students can reflect on them throughout the course.

Invite students to identify savings goals using [CREATE: Your Savings Goals](#) from [Next Gen Personal Finance](#).

Direct students to complete the [Setting SMART Goals](#) self-paced module from Discovery Education and Discover's Pathway to Financial Success and use the associated [unit guide](#) to facilitate discussion.

### Related Pennsylvania Standards

#### Family and Consumer Sciences

[11.1.12.B](#) Analyze the management of financial resources across the lifespan.

[11.1.12.C](#) Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).

#### Business, Computer and Information Technology

[15.6.12.A](#) Evaluate the impact of internal and external influences on financial decisions.

[15.6.12.G](#) Identify strategies for personal financial management.

#### English Language Arts

CC.1.4.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on

one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- CC.1.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.8.6.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Activity 3 Handout****#Goals**

What do you think about when you envision your future? Where will you live? How will you earn an income? What will you do with your free time? Some people create **vision boards** to help them visualize their future.

A vision board often includes pictures or words to describe the future. Themes frequently addressed in a vision board include:

- place to live
- vehicle
- family and/or friends
- job
- activities or hobbies

**Directions:** Create a vision board using materials you have at home. You can cut out pictures from a magazine or catalog, print photos you find online, draw pictures, and/or write words or phrases. If your teacher allows, your vision board can be done online or in a presentation.

Once your vision board is complete, consider what you will need to do financially in order to achieve your goals. Describe the relationship between your goals for your future and your finances. Topics you may wish to consider include: saving money for a major purchase, paying for education or training, and the income you expect to earn in the future.

**Activity 4****My Moneyography****Overview**

In this activity, students consider a set of questions about their experiences with money and their thoughts on financial education. They may provide a short answer to each question or use the questions as prompts to help them write an autobiographical essay entitled, *My Moneyography*.

**Optional Follow-Up Activities**

Share your own version of the My Moneyography with students and/or lead a discussion about how people’s experiences with money can vary widely. Challenge students to consider how their experiences with money might influence their future money decisions and/or “relationship” with money.

Invite students to look up articles on the impact of childhood money experiences such as [this one from Psychology Today](#). Ask students if they agree with the claims in the articles. Why or why not?

**Related Pennsylvania Standards**

## Family and Consumer Sciences

[11.1.12.B](#) Analyze the management of financial resources across the lifespan.

[11.1.12.C](#) Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).

## Business, Computer and Information Technology

[15.6.12.A](#) Evaluate the impact of internal and external influences on financial decisions.

## English Language Arts

CC.1.4.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- CC.1.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  
- CC.8.6.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Activity 4 Handout**

## **My Moneyography**

Personal finance is just that — personal. In this activity, you will be asked to reflect on your own personal experiences with money and discuss how you feel about financial education. Think of it like writing your money autobiography — or “moneyography”

Directions: Below are a series of questions related to your experiences with money and your thoughts on financial education. Follow your teacher’s directions regarding how to submit your responses. You may be asked to answer the questions as they appear or consider the questions when writing an essay entitled, My Moneyography.

### **My Moneyography Questions:**

What is your earliest memory related to money? Is it a positive or negative one? Explain.

How do you feel talking about money with family members or loved ones? Are those conversations easy or challenging? If they are challenging, what makes it that way?

Do you think of yourself as being “good” at handling your money? Explain.

What area of personal finance could you stand to improve?

Do you like some areas of personal finance better than others? Which topics do you like and dislike? Why?

How do you feel about taking personal finance this year?

What else are you hoping to learn about personal finance in this class?



## Activity 5

# Done, Doing, Will Do

### Overview

In this activity, students review a list of actions and consider whether or not they have done them in the past, are doing them now, or will do in the future. Each of the actions relates to specific topics in personal finance. After completing the table, students will select three actions and further discuss their experience and/or plan going forward.

### Optional Follow-Up Activities

Discuss how and why people’s financial actions are likely to vary over the course of their lifetime. Challenge students to consider financial education as a lifelong process. What topics are less important to understand now but are likely to become more important in the future (i.e. homebuying and the specifics of mortgages, estate planning)?

Challenge students to identify what might derail them from accomplishing what they set out to do financially and consider ways to counteract these potential hurdles. For example, they might share that they plan to do something with a goal in hopes that it will hold them accountable for doing it, or they could put reminders on their calendar to do something on or by a particular date.

### Related Pennsylvania Standards

Family and Consumer Sciences

[11.1.12.B](#) Analyze the management of financial resources across the lifespan.

[11.1.12.C](#) Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).

Business, Computer and Information Technology

[15.6.12.A](#) Evaluate the impact of internal and external influences on financial decisions.

[15.6.12.G](#) Identify strategies for personal financial management.

English Language Arts

- CC.1.4.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- CC.1.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.8.6.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Activity 5 Handout****Done, Doing, Will Do**

Where do you stand with your finances? Do you have a savings account? What about a checking account? Do you have your Social Security Number memorized? The table below includes a list of actions many people do in order to manage their finances effectively.

**Directions:** Read each statement and decide if it is something you have done, are doing now, and/or will do in the future. If you don't think it applies to you, select N/A for not applicable.

<b>Action</b>	<b>Done</b>	<b>Doing</b>	<b>Will Do</b>	<b>N/A</b>
1. Open a savings account at a bank or credit union				
2. Open a checking account at a bank or credit union				
3. Find out what fees can be charged by your bank or credit union and when they are charged				
4. Use an ATM machine to get cash				
5. Download the app from your bank or credit union to a phone or other device				
6. Set up direct deposit of a paycheck				
7. Research investment options				
8. Memorize Social Security Number to reduce risk of identity theft				
9. Require a password to unlock devices, such as a phone or computer				
10. Create a career plan to map out your future				
11. Track your expenses for at least one week				
12. Create a budget that includes your income and expenses				

### Reflect on Your Actions

Select three actions from the list and write a paragraph about each one. Consider:

- Why is this important for people to do?
- When did you do it or when will you do it? Why?
- If you think this action doesn't apply to you, why is that?
- What knowledge or support do you need to complete this action?

Action:
Action:
Action:

**Activity 6****Two Truths and a Lie****Overview**

In this activity, students create a series of statements related to a concept they have studied in personal finance. Following the format of the popular icebreaker game Two Truths and a Lie, students will create statements in groups of three. Within each group, two will be true statements about the topic and one will be false. Students will indicate which statements are false and explain why they think students might still pick the false answer. When assigning the activity, consider whether or not to have all students write statements on the same topic (for example, credit reports) or assign different topics to each student.

**Optional Follow-Up Activities**

After completing the activity, invite students to exchange statements, share their statements in an interactive format such as a shared Google Slides presentation, and/or use selected statements in a review activity, class warm-up, or as exit tickets.

Discuss common misconceptions about personal finance. For example, “You need to be wealthy to invest in the stock market.” or “All debt is bad.” Challenge students to identify misconceptions they had about personal finances before taking your class and what they learned instead. Alternately, what misconceptions do their family members and/or friends have about money? Where do they think these misconceptions originated? Discuss the importance of being able to distinguish between myths and facts when it comes to information about personal finances.

**Related Pennsylvania Standards**

Family and Consumer Sciences and/or Business, Computer and Information Technology

Varies by personal finance topic assigned.

English Language Arts

CC.1.4.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Activity 6 Handout**

## Two Truths and a Lie: Personal Finance Edition

Have you ever played the game Two Truths and a Lie? Each person shares three statements. Two are true, and one is not. The rest of the participants must guess which of the three statements is false.

Directions: Create three sets of statements in which two statements are true and one is not. All statements must relate to the personal finance topic(s) you have been assigned. Be creative. Consider common misconceptions people have about the topic, and vary the order of the false statement.

**Personal Finance Topic(s):** \_\_\_\_\_

Set 1
Statement 1:
Statement 2:
Statement 3:

**Set 2**

Statement 1:

Statement 2:

Statement 3:

**Set 3**

Statement 1:

Statement 2:

Statement 3:

**Answer Key**

- Circle the number of the FALSE statement in each set.
- Under each **true statement**, share the source of the fact or definition or provide information that supports why the statement is true.
- Under the **false statement**, explain why you think students might select it. In other words, why would they think this statement is correct when it is not?

SET 1		
Statement 1	Statement 2	Statement 3

SET 2		
Statement 1	Statement 2	Statement 3



SET 3		
Statement 1	Statement 2	Statement 3

**Open-Ended Question:** Of the three sets of statements, which do you think your classmates would be most likely to get WRONG and WHY?

**Activity 7****Money and Gender Stereotypes****Overview**

In this activity, students consider the role of gender stereotypes as they relate to money. Students read a series of statements and indicate if they believe each statement applies more to men or women. They select three of the statements to share why they answered the way they did. Finally, they answer a series of open-ended questions.

**Optional Follow-Up Activities**

Use the discussion guide that follows the handout to facilitate a follow-up discussion with students. The guide includes additional information and a source of data on each statement along with follow-up questions.

For additional details and to add further context to your discussion, consider reviewing the following:

- [Women and Wealth Insights Study, U.S. Bank, 2020](#)
- [Women Talk Money](#) (an Australian resource)
- [Gender stereotypes and their effect on young people](#), Institute of Physics, 2018

**Related Pennsylvania Standards**

Family and Consumer Sciences

[11.1.12.B](#) Analyze the management of financial resources across the lifespan.

[11.1.12.C](#) Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).

Business, Computer and Information Technology

[15.6.12.A](#) Evaluate the impact of internal and external influences on financial decisions.

[15.6.12.G](#) Identify strategies for personal financial management.

English Language Arts

- CC.1.4.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
- CC.1.4.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- CC.1.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.8.6.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Activity 7 Handout****Money Habits and Gender Stereotypes**

Are you familiar with the concept of gender stereotypes? For example, some people believe that women are better at baking and men are better at changing a tire on a car. Are they true? Not necessarily. Stereotypes are generalizations. Sometimes they are based on historic gender roles — like women doing more of the cooking and men being responsible for car maintenance. However, stereotypes can often be inaccurate and/or misleading. In this activity, you'll review a series of statements and consider whether you believe they apply more to men or to women. After doing so, you'll share why you answered the way that you did.

**Directions:** Read each statement and determine whether or not you believe it applies more to men or women. Afterwards, select five (5) statements and explain why you answered the way that you did. Finally, answer the open-ended questions at the end.

#	Money Stereotype	Applies more to	
		Men	Women
1	Less likely to ask for a raise		
2	Likely to be described as excessive spenders (i.e., someone who spends too much)		
3	Spend more on take-out food when single		
4	Have higher credit scores		
5	Earn the majority bachelor's degrees		
6	More likely to use a financial app		
7	More likely to use words like fear, anxiety, inadequacy and dread to describe financial planning		
8	Spend more on vehicle purchases		
9	Worry more about retirement		
10	More likely to buy a home if single		
11	More likely to discuss finances with friends		
12	Tend to do better with investing (e.g., higher returns)		

Select three of the statements and explain why you chose your answer.

**Statement #:** \_\_\_\_

**Statement #:** \_\_\_\_

**Statement #:** \_\_\_\_

**Open-Ended Questions:**

1. The paragraphs below are from an organization in Australia. Do you think the same issues are present here in the United States? Why or why not?

“Men often receive direct and indirect messages that they should be the breadwinner in a heterosexual relationship. These messages emphasise the stereotypes that men should be powerful, strong, autonomous, and aggressive, and assertiveness is rewarded.

Conversely women are often socialised to avoid conflict and put other people's needs before their own, to seek cooperation and harmony. Women are steered away from traits, such as assertiveness, that are traditionally thought to be masculine. This means the way women and men approach money may be different.”<sup>1</sup>

2. How could gender stereotypes impact financial education?

- 3.

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<sup>1</sup> [Women Talk Money: Gender and Money](#), WIRE

**Activity 7 Handout – DISCUSSION GUIDE****Money Habits and Gender Stereotypes**

**For the Educator:** Review and discuss student responses. Use the information beneath each statement to enhance the conversation, including the links to supporting details. As you go, ask how many students chose the statement to explain in the second part of the activity.

#	Money Stereotype	Applies more to	
		Men	Women
1	<b>Less likely to ask for a raise</b>		<b>X</b>
	<p>A <a href="#">2020 survey</a> asked people if they had ever asked for a raise. 48% of men had never asked for one compared to 60% of women. Asking for a raise and negotiating salary are key to increasing one's income over time.</p> <ul style="list-style-type: none"> <li>Why do you think women ask for raises less often than men?</li> </ul>		
2	<b>Likely to be described as excessive spenders (i.e., someone who spends too much)</b>		<b>X</b>
	<p>One <a href="#">study</a> found that nearly 65 percent of financial articles in women's magazines categorized women as excessive spenders.</p> <ul style="list-style-type: none"> <li>What impact do you think these categorizations have on readers?</li> </ul>		
3	<b>Spend more on take-out food when single</b>	<b>X</b>	
	<p>According to a <a href="#">survey of single millennials</a>, males spend about \$700 more each year on take-out food than women (\$3,000 vs. \$2,300).</p> <ul style="list-style-type: none"> <li>Why do you think men spend more? (Note: Student answers may reveal additional stereotypes, such as men cooking less or eating more.)</li> </ul>		
4	<b>Have higher credit scores</b>	<b>X</b>	<b>X</b>
	<p>The difference here is negligible. According to <a href="#">Experian</a>, "Women's and men's average FICO® Scores are nearly identical: 705 for men and 704 for women."</p> <ul style="list-style-type: none"> <li>Remind students that credit scores typically range from 300 to 800. Before revealing the answer, ask students how much of a difference they think there is between the average score for men and for women. Share the answer and discuss why they think there would have been a difference. You can also concede that, yes, this is a bit of a trick question.</li> </ul>		

<b>5</b>	<b>Earn the majority bachelor's degrees</b>		<b>X</b>
<p>The National Center for Educational Statistics <a href="#">tracks college graduation statistics</a> since the 1860s. For years men made up the majority of college degree earners. Around 1980 that trend shifted and has continued with more women graduating with bachelor's degrees than men.</p> <ul style="list-style-type: none"> <li>Visit the table linked above. Review the historical data and point out the columns for master's degrees and doctoral degrees. Discuss why the trend holds for master's degrees but does not for doctoral degrees. If needed, remind students of the difference between the three levels of degrees and the careers or fields that sometimes require each.</li> </ul>			
<b>6</b>	<b>More likely to use a financial app</b>		<b>X</b>
<p>According to a <a href="#">2019 Survey</a>, 58 percent of financial app users in the U.S. were women and 42 percent were men.</p> <ul style="list-style-type: none"> <li>Ask students if they can name a financial app and what it does. Have any students used one before and/or seen someone use one? How was it used?</li> </ul>			
<b>7</b>	<b>More likely to use words like fear, anxiety, inadequacy and dread to describe financial planning</b>		<b>X</b>
<p>The <a href="#">2020 U.S. Bank Women and Wealth Insights Study</a> indicates that men and women view financial planning and money management differently. More women (47%) than men (31%) associate negative words like fear, anxiety, inadequacy and dread with financial planning; 53% of women associate positive words like happiness, excitement and pride with managing money vs. 69% of men.</p> <ul style="list-style-type: none"> <li>Ask students if they associate positive or negative words with financial planning and managing money. Do the results break down by gender as they did in the study? If not, why? Consider the fact that students are engaged in a class in financial education — something that many adults never received.</li> </ul>			
<b>8</b>	<b>Spend more on vehicle purchases</b>	<b>X</b>	
<p>According to a <a href="#">Smart Asset survey</a>, single male millennials spend almost twice as much as women on vehicle purchases (\$1,670 vs \$2,900 per year, on average)</p> <ul style="list-style-type: none"> <li>Why do you think men tend to spend more on vehicle purchases than women? What impact might knowing this statistic have on your future car-buying decision?</li> </ul>			
<b>9</b>	<b>Worry more about retirement</b>		<b>X</b>
<p>According to the <a href="#">2020 U.S. Bank Women and Wealth Insights Study</a>, women of all ages worry more about retirement than men do (49% fear they won't have enough money in retirement vs. 32% of men).</p> <ul style="list-style-type: none"> <li>Is this fear rational? Discuss factors that might impact this, including the fact that women often live longer than men.</li> </ul>			



<b>10</b>	<b>More likely to buy a home if single</b>		<b>X</b>
<p>According to the <a href="#">National Association of Realtors</a>, in 2020 sixty-two percent of recent buyers were married couples, 19 percent were single females, nine percent were single males, and nine percent were unmarried couples.</p> <ul style="list-style-type: none"> <li>Why do you think a higher percentage of single women bought homes than single men?</li> </ul>			
<b>11</b>	<b>More likely to discuss finances with friends</b>	<b>X</b>	
<p>Of those surveyed, 61% of men talk about money with their friends as compared to 52% of women. (<a href="#">2020 U.S. Bank Women and Wealth Insights Study</a>)</p> <ul style="list-style-type: none"> <li>Do you discuss finances with friends? Tally student responses by gender and compare to the results of the survey. What value is there in discussing finances with friends.</li> </ul>			
<b>12</b>	<b>Tend to do better with investing (e.g., higher returns)</b>		<b>X</b>
<p>Numerous <a href="#">studies</a> point to ways in which women are often better investors than men, including their tendencies to do more research, buy and hold their investments, and remain calmer during volatile markets.</p> <ul style="list-style-type: none"> <li>Ask students if they are surprised by this result. If so, why?</li> </ul>			

### Additional Follow-Up

Review the tally of how many students selected each statement (1-12). Which statements were selected most often? Least? Discuss why students were more likely to select some rather than others. Was it based on interest, experience, thinking the answer was clearly one gender or another?

Discuss student responses to the two open-ended discussions.

- Do students think the same issues are present here in the United States (i.e. men as the breadwinner, strong, and assertive and women as seeking harmony and avoiding conflict)? How could these characteristics and gender stereotypes impact a person's approach to money?
- How could gender stereotypes impact financial education? Prompt students to discuss the following potential impacts:
  - Being encouraged to take the course by parents
  - Confidence level going into the course
  - Course content selected by the teacher for students