



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education Grade 5 Career Development Activity Finance

Estimated time: 45 minutes

Goal

- Students will identify **Finance** as a Georgia career cluster

Objectives

- define a career cluster as a grouping of occupations with common knowledge and skills
- identify sample occupations aligned with the **Finance** career cluster

Aligned Indicators and Standards

National Career Development Guidelines Indicators

- CM3.K4 Identify several ways to classify occupations
- PS2.A1 Demonstrate effective communication skills
- PS2.K2 Recognize the benefits of interacting with others in a positive
- ED2.A7 Demonstrate participation in informal learning experiences

American School Counselor National Standards

- C:B1.4 Know the various ways in which occupations can be classified
- PS:A2.6 Use effective communication skills
- PS:A1.9 Demonstrate cooperative behavior in groups
- A:A3.5 Share knowledge

Related Georgia Performance Standards (GPS) and Common Core GPS

- SS5E3 (b) The student will describe how consumers and businesses interact in the U.S. economy
- SS5E4 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important
- ELACC5SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly

Materials

- Georgia's Career Cluster chart
- occupational frame
- pencils or markers
- handouts, "Sample Careers in Finance" and "Do I Want to Work in Finance"



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Activity

- Say: "Today we are going to discuss another career cluster called **Finance**. Does everyone remember what a career cluster is?" *Allow students to answer. If needed say: "A career cluster allows us to organize occupations that are similar into large groups." As a review, make references to Georgia's Career Cluster chart and let students identify clusters they have studied previously.*
- Say: "The **Finance** career cluster includes jobs that relate to financial services primarily money: spending, saving, planning, and investing." *Write "money" on the board. Then write: spending, saving, planning, and investing on the board. Ask: "Can you think of occupations/jobs where people handle money?" Prompt them by asking: "Think about the kind of services people need to manage their money". Possible answers might be accountant, banker, loan officer, investment consultant, department clerk, or insurance representative. Ask: "What are your finances?" Allow students to speculate. Say: "Since most of you don't have jobs where you earn money, let's talk about the money you might get from an allowance or money you might get on special occasions like your birthday. You can manage that money."*
- Say: "Let's talk about how you might spend your money if you had \$5.00 per day to spend. That money would take care of your daily expenses. Write down \$5.00 at the top of a piece of paper. Then begin to subtract the money you would spend daily like paying for lunch, special treats at the school store or at lunch, or a game or app you may want to download to your phone. List the items you want to purchase and the amount you might save for a special purchase." *Allow students time to make their budget. Ask for several volunteers to share their budget. End by saying, "Budgeting is a way to manage the money you have. There are people who enjoy this type of work in which they help other people budget their money. They are called a financial consultant." Write financial consultant on the board.*
- Say: "Now let's talk about an allowance you may receive for working, doing your chores or participating in activities at home." *Ask a series of questions: "How would you spend that money? How much would you save? Would you save for a big item such as new TV or would you spend it all on little things all week?" Ask for volunteers to share how they might spend or save their allowances.*
- Say: "Families earn and spend money. They have cash, debit cards, credit cards, and checks to use as money. Remember, your finances refer to your money and how you manage your money. For example most people keep their money in a bank or credit union and write checks or use debit cards to spend their money. Some people also invest their money in hopes of making more money. A financial consultant helps people invest their money." *Ask: "What is investing? Why do people invest money?" Allow time for the students to respond.*



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Ask: "Have you ever heard the saying...it takes money to make money? If I had \$5.00 and you needed that \$5.00, I would offer you a loan but you would have to re-pay me \$7.00. I could make \$2.00 by allowing you to use my money, like a loan. Is there a possibility that you might lose money?" Allow students time to think about this scenario. Ensure they understand there is a risk when the person will not repay the loan. The reputation of the person that borrowed the money is damaged and the person who did not repay the loan may find it difficult to borrow money again.

- *Say: "How many of you have ever been to the bank?" Allow time for students to respond. Ask: "What are the people doing who are working at the bank?" Allow students to speculate about the different types of occupations. (NOTE: Security Guard is an occupation aligned with Law, Public Safety & Security) Possible answers might be: bank president, bank teller, loan officer, and financial advisor. See the Finance occupational frame for additional occupations in the **Finance** cluster.*
- *Distribute the handouts: "Careers in Finance" and "Do I Want to Work in Finance?" (front and back) Say: "Look at the handout "Careers in Finance". This list of occupations represents a sample of occupations in the **Finance** career cluster. Read the description for each occupation. Ask: Do you have any questions about any of the occupations?" Allow students time to read about each sample occupation. Say: "Now turn the handout to the 'Do I Want to Work in Finance?' Take the survey." Allow students time to finish the survey. Ask: "What did you discover?" Ask: "How many of you think you might consider an occupation in **Finance**?" Allow students to raise their hands. Discuss the answer to the question at the end of the survey.*
- *Say: "Once you go to middle school, you'll have more opportunities to learn about the **Finance** cluster and explore specific occupations that may interest you. The high school will offer courses that relate specifically to the Finance cluster. Once you have had an opportunity to explore more occupations, you might consider those courses as part of your individual graduation plan. If you would like more information, you can go to GAcollge411 at www.GAcollge411.org under the tab Career Planning." Write the web address on the board. Say: "It is never too early to learn to manage your money. Who knows? You may like money so much; you will want to assist others with their money. Have a great day!"*



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Evaluation

- Students will participate in the discussion and complete the activity

Enhancements

- Utilize *It's My Life* at <http://pbskids.org/itsmylife/money/index.html> to learn more about managing your money.
- Explore Gacollege411 – www.gacollege411.org under the Career Planning.
- Show video from the Department of Labor on the occupation "Accountant". Download the video at http://lwd.dol.state.nj.us/labor/wfprep/coei/media/English_Video_List_Capt.html#7
- Facilitator should consult with the media specialist in the local school to help select books related to the cluster being taught. This will ensure books are appropriate for the grade level and for the learner.
- Invite a local banker come to the class as a guest speaker.

DISCLAIMER

The sources and web links listed in the activities may be of help to you as you consider the career awareness activities. While these sources are provided to assist you in your search, it is your responsibility to investigate them to determine their value and appropriateness for your situation and needs. These sources are provided as a sample of available resources and are for informational purposes only. THE GEORGIA DEPARTMENT OF EDUCATION DOES NOT MONITOR, EVALUATE, OR ENDORSE THE CONTENT OR INFORMATION OF THESE RESOURCES. NONE OF THESE RESOURCES SHOULD BE CONSIDERED THE ADVICE OR GUIDANCE OF THE GEORGIA DEPARTMENT OF EDUCATION.



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Sample Careers in Finance



Financial consultants assess the financial needs of individuals, providing them a wide range of options for their investment decisions.

Tax preparers advise companies of the tax advantages and disadvantages of certain business decisions and prepare individual income tax returns.



Accountants perform a broad range of accounting, auditing, tax, and consulting activities for their clients, who may be corporations, governments, nonprofit organizations, or individuals.

Tax collectors verify and investigate delinquent accounts claims, locate assets and decide how to collect owed taxes.



Loan officers facilitate lending by finding potential clients and assisting them in applying for loans.

Bank tellers cash check, accept deposits and loan payment, process withdrawals, sell travelers' checks and handle foreign currency exchanges.



Debt counselors work with individuals to devise strategies to reduce personal debt.



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Finance Careers: Do I Want to Work in Finance

Directions: All the characteristics listed below all apply to occupations in the finance career cluster. Check the box next to each item that applies to you to see if you might like to work in a finance occupation one day. Be prepared to explain your answers.

When I grow up, I could...

	<i>YES</i>	<i>MAYBE</i>	<i>NO</i>
<i>Make financial decisions</i>			
<i>Work with math</i>			
<i>Help people and businesses</i>			
<i>Pay attention to details</i>			
<i>Work with other people</i>			
<i>Work by myself</i>			
<i>Solve problems</i>			
<i>Make graphs and charts</i>			
<i>Help others understand finances</i>			

How does the piggy bank relate to careers in Finance? _____





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Planning, services for financial and investment planning, banking, insurance, and business financial management.

Personal Financial Advisors • Tax Preparation Specialists • Sales Agents - Securities, Commodities • Investment Advisors • Brokerage Representatives • Development Officers • Securities/Investments Analysts • Stock Brokers	Accountants • Financial Analysts • Treasurers, Controllers and Chief Revenue Agents • Auditors • Economists • Tax Auditors • Collectors • Revenue Agents • Benefits Specialists • Real Estate Analysts • Certified Purchasing Professionals • Client Managers	Credit Analysts • Loan Officers • Account Representatives • Tellers • Loan Processors • Customer Service Reps • Data Processors • Internal Auditors • Compliance Officers • Title Researchers & Examiners • Abstractors • Repossession Agents • Network Service Representatives • Operations Managers • Debt Counselors	Claims Representatives, Examiners, and Investigators • Insurance Appraisers • Underwriters • Actuaries • Sales Agents • Customer Service Agents • Processing Clerks • Direct Marketing Representatives • Insurance Brokers • Loss Prevention Specialists
Occupational Frame			

Occupational frames can be printed at www.careertech.org/ under the tab Career Clusters.



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<u>Georgia's Career Clusters:</u> Groupings of occupations with common knowledge and skills	
Cluster	Cluster Description
Agriculture, Food & Natural Resources	Careers with common knowledge and skills related to production, processing, marketing, financing, distribution, and development of agricultural commodities and resources. These commodities include food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
Architecture & Construction	Careers with common knowledge and skills related to the designing, planning, managing, and building of structures.
Arts, A/V Technology & Communications	Careers with common knowledge and skills related to designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
Business, Management & Administration	Careers with common knowledge and skills related to the preparation of students with computer skills for future college and career plans. Cluster skills mastered include planning, organizing, directing, and evaluating as well as owning and operating a successful business.
Education & Training	Careers with common knowledge and skills related to planning, managing, and providing education and training services as well as related learning support services.
Energy	Careers with common knowledge and skills related to preparing individuals for careers in the design, planning, maintaining, generating, transmission and distribution of traditional and alternative energy.
Finance	Careers with common knowledge and skills related money management, including planning, investing, and spending. Students gain career development skills for the finance world with opportunities that expand beyond basic business skills into financial literacy, banking, investing, insurance, and risk management.
Government & Public Administration	Careers with common knowledge and skills related to the planning and performing of government management and administrative functions at local, state, and federal levels. Careers are available in national security, foreign service, revenue, and regulations.



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<p>Health Science</p>	<p>Careers with common knowledge and skills related to planning, managing, and providing services in therapeutics, diagnostics, health informatics, support areas, and biotechnology research and development</p>
<p>Hospitality & Tourism</p>	<p>Careers with common knowledge and skills related to the management, marketing, and operations of restaurants, and other food services, lodging, attractions, recreation events, and travel related services.</p>
<p>Human Services</p>	<p>Careers with common knowledge and skills related to family and human needs such as nutrition and food science, counseling and mental health services, family and community services, personal care, and consumer services.</p>
<p>Information Technology</p>	<p>Careers with common knowledge and skills related to the preparation for careers that create, use, modify, and engage technology skills. Graphics, multimedia animation, web design, game and application development, networking, and computer repair are all possibilities.</p>
<p>Law, Public Safety, Corrections & Security</p>	<p>Careers with common knowledge and skills related to employment in emergency and fire services, legal services, protective services, and homeland security.</p>
<p>Manufacturing</p>	<p>Careers with common knowledge and skills related to the processing of materials into intermediate or final products and related professional and technical support activities, such as production control, maintenance, and process engineering.</p>
<p>Marketing</p>	<p>Careers with common knowledge and skills related to the process of anticipating, managing, and satisfying consumers' demand for products, services, and ideas. The Marketing career cluster generates the strategy that underlies advertising and promotional techniques, business communication, and business development.</p>
<p>Science, Technology, Engineering & Mathematics</p>	<p>Careers with common knowledge and skills related to planning, managing, and providing scientific research and professional and technical services.</p>
<p>Transportation, Distribution & Logistics</p>	<p>Careers with common knowledge and skills related to planning, managing, and moving people, materials, and goods by road, pipeline, air, rail, and water, and also includes other related professional and technical support services.</p>