

# Earning Potential

**Lesson:** Earning Potential

**Oregon State Standard:** HS.HECPS.B.3, HS.HECPS.C.2, HS.HECPS.D.1

**Objectives:**

1. Students will reflect on possible career choices.
2. Students will learn how their career choice will impact their long-term earning potential.

**Vocabulary:**

1. Apprentice
2. 529 Plans
3. FAFSA
4. Financial Advisor
5. Grants
6. Scholarships
7. Student Loans
8. Technical Training
9. Tuition
10. Vocation
11. Earning Potential

**Materials:**

1. Earning Potential Lesson Outline
2. Earning Potential PowerPoint
3. Construction paper (1 per student)
4. Earning Potential Activity Cards
5. Earning Potential Discovery Packet
6. Earning Potential Worksheet 1 (1 per student)
7. Earning Potential Worksheet 2 (5 per class – 1 per group)
8. Earning Potential Class Worksheet (1 per class)

**Procedure:**

1. Have the PowerPoint on the screen to begin the lesson.
2. Follow the PowerPoint slides to lead a discussion about Earning Potential.
3. When you get to the “fold a name tent” slide show the students how to fold a name tent based on the following directions:

1. Demonstrate how to produce a name tent as follows. Students are to observe the process and not make name tents now.
2. Fold the piece of construction paper in half, shorter edges (8½ ") together.
3. Crease the center fold. The folded paper should measure 8½ "x 5½ ".
4. Open the page to 8½ "x 11".
5. Fold the bottom 8½" edge to the middle crease. Crease the fold.
6. Open the page to 8½ "x 11".
7. Fold the top 8½" edge to the middle crease. Crease the fold.
8. The paper should now have four sections, each measuring approximately 2¾" x 8½".
9. Starting from one end of the paper, count down three rectangles. Print your first name in large letters in the rectangle.
10. Turn the paper upside-down. Again, count down three rectangles and print your first name in large letters in the rectangle.
11. Fold the paper to create a tent with your name displayed on both sides.
4. Put the Name Tent table on the document camera (or draw the table on the board) to document the time taken to make their name tent using tally marks.
5. After 2 minutes of making Name Tents, go to the next slide to begin talking about Human Capital.
6. Once you get to **slide 9** begin talking about the Earning Potential Activity Cards. **Slide 9 and 10 are "things to keep in mind"** while going through the activity – of course the average salary could vary depending on the exact job, years in the field, natural skill level, etc.
7. Hand out **Earning Potential Activity Cards** – if there are more cards than students have several students pair up but be sure ALL game cards are handed out.

**\*Teacher note** – this was specifically designed to teach at schools with a population of students in a lower social economic status. Showing that a well thought out 2-year degree can set you up for a higher earning potential than some 4-year degrees (or even some master's degrees). Making the possibility of higher earning potential more attainable to a larger population of students. **It's ok to discuss this with students – we want them to be as informed as possible!**

8. Hand out **Earning Potential Worksheet 1** to each student (or pair of students) with an activity card.
9. Leave **slide 14** with the Earning Potential Activity Instructions on the screen while students fill in **Earning Potential Worksheet 1**.
10. Once students have filled in their individual charts, have students group together **based on the color** of their earning potential card.
11. Hand out one **Earning Potential Worksheet 2** to each group. Ask students to fill in the chart based on the **average** from their group for each category.
12. Once students have completed their group chart, have one member from each group add to the **class worksheet** with the average for each category from their group.

13. Finish the PowerPoint by using the Student Loan calculator at <https://www.bankrate.com/calculators/college-planning/loan-calculator.aspx>. Use the information on the Earning Potential Activity Cards to drive the exploration. Possible ways to use the loan calculator include:

1. Changing the number of years a student will pay
2. Changing the interest rate

14. Conclude the class discussion and hand out an Earning Potential Discovery Activities packet to each student.

15. Begin by reviewing the Vocabulary section. Then ask students to reflect on the activity using the Earning Potential Discussion Questions. Give students several minutes to work on the questions before leading a class discussion.

16. With the remaining time, allow the students to continue to work on the packet.

# Name Tent Table

	Group 1	Group 2	Group 3	Group 4
30 Seconds				
60 Seconds				
90 Seconds				
120 Seconds				