

Strand: **Personal Finance**

Construct a financial lifecycle

Learning outcomes in focus

Students should be able to:

Personal Finance 1.1 Review the personal resources available to them to realise their needs and wants and analyse the extent to which realising their needs and wants may impact on individuals and society

Personal Finance 1.3 Construct a personal financial lifecycle to identify financial needs at different life stages.

Learning intentions*

We are learning to:

- Recognise the personal resources available to us and give examples of an individual's resources.
- Distinguish between a need and a want.
- Identify our needs and wants at different stages on our financial lifecycle.
- Construct a financial lifecycle and identify financial needs and sources of finance at different life stages.
- Reflect on our own learning and work completed.

Teaching and learning context

This task was given to first year students after three one-hour class periods on managing my resources. They undertook:

- One class period on resources (Financial, physical, skills and hobbies etc.)
- One class period on needs and wants

(distinguishing between and identifying needs and wants for different individuals of varying ages)

- One class period on the financial lifecycle of an individual (listing the different stages and constructing a lifecycle)

Task

Choose a future career of your choice. Construct your financial lifecycle. Explain each stage. List the needs and wants at each stage and suggest a source of finance.

Success Criteria**

SC1: We can draw a financial lifecycle.

SC2: We can explain each stage of the financial lifecycle from childhood to retirement.

SC3: We can distinguish between a need and a want, using examples.

SC4: We can identify three needs and three wants at the different stages on our financial lifecycle.

SC5: We can identify our financial needs and two sources of finance at the different life stages on our financial lifecycle.

SC6: We can use visuals or images appropriate to our chosen future career.

* What the student should know, understand and be able to do at the end of the lesson or series of lessons

** Summary of the key steps the student needs to fulfil in order to achieve in the task

Life Cycle

The diagram shows a life cycle curve with stages: Baby, Teens, 20s, 30s, 40s, 50s, 60s, 70s, 80s, 90s. Illustrations include a baby, a skateboarder, a family, a person with a stroller, and an elderly person.

Needs: A need are things that crucial in life
e.g. Food, Clothes, shelter

Wants: Wants are what we would like, to have, but we don't actually need.
e.g. Holidays, branded clothes, mobile phones.

Stage	Description of stage	Needs	Wants	Source of Finance
1. The Reliance stage	When someone depends on their parent and guardians e.g. When your born	<ul style="list-style-type: none"> • Clothes and shoes. • Pay for school funds for education • Shelter 	<ul style="list-style-type: none"> • Expensive clothes and shoes • Game consoles • Have parties 	<ul style="list-style-type: none"> • Pocket money which you can earn by helping around the house, chores and more • Parents give you money for something or else they are the ones who pay for it
2. The independent stage	When people can finance themselves e.g. When you get a job	<ul style="list-style-type: none"> • Food and drinks. • Shelter • Money 	<ul style="list-style-type: none"> • Holidays • Outings with friends • A job you can earn lots of money. 	<ul style="list-style-type: none"> • Lottery win which is very hard to win. It is by chance if you win • Wages that you earn for working.
3. Development stage	When you can take in a responsibility of a family. e.g. When you earn good wages	<ul style="list-style-type: none"> • A house fit for a family. • More food because you need to buy for everyone in the household. • Car for getting around places 	<ul style="list-style-type: none"> • TV and Internet in the house. • Toys/Games • Paintings, ornaments to decorate the house 	<ul style="list-style-type: none"> • Child benefit that you get if you have a child under 16 • Wages/salary you get for working. • Bank loans you get from the bank and you have to repay them.
4. Pre-retirement stage	When people prepare to retire. e.g. start saving some money	<ul style="list-style-type: none"> • A secure home. • To manage your debt. • Food and drinks 	<ul style="list-style-type: none"> • A expensive security system 	<ul style="list-style-type: none"> • Health insurance is insurance for that if you get injured or badly hurt. • Savings is when you keep some money and don't spend it until you have enough to buy what you want
5. Retirement stage	When your retired e.g. relax and	<ul style="list-style-type: none"> • To live in a secure house. • Pension so you can still afford food and drinks 	<ul style="list-style-type: none"> • Travelling • Start hobbies 	<ul style="list-style-type: none"> • Pension (work) Given to you by your work place when your retired • State pension is regular payment from the government • Savings is when you keep money until you need it

Teacher annotations using the success criteria

The annotations capture observations by the teacher, using the success criteria, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance group, consisting of practising teachers and representatives of the Inspectorate, the State Exams Commission and the Junior Cycle for Teachers support service.

The student fulfilled all success criteria as they:

SC1: The student fulfilled the success criteria well as they clearly displayed a financial lifecycle from childhood to 90 years of age.

SC2: The student fulfilled the success criteria well as they named each of the five stages of the lifecycle and described each stage well.

SC3: The student fulfilled the success criteria well as they made a clear distinction between a need and a want and gave good examples of both.

SC4: The student did not fulfil this success criteria because they did not give 3 needs and 3 wants at each stage and they confused some needs and wants e.g. at stage 3 they stated that a car was a need when it is not essential to survival. The student could improve by ensuring they have given 3 needs and 3 wants at each stage and reviewing the needs given to ensure they are essential to survival at that stage.

SC5: The student did not fulfil this success criteria because at stage 4 they stated that health insurance was a source of finance. They could improve by suggesting another source of finance at this stage.

SC6: The student did not fulfil this success criteria because they did not state what the future career of their choice was and did not include appropriate images. The student could improve by choosing a future career and including appropriate images relating to that career.

Overall judgement:  In Line with Exceptions