NEWS BREAK

Article: Financial literacy may soon be required for Washington students. Meet the Teen Behind it

Section: NW, C1

Sunday's News Break selects an article from Sunday, March 3, 2024 of The Seattle Times print replica for an in-depth reading of the news. Read the selected article and answer the attached study questions.

You are encouraged to modify this lesson to fit the needs of your students. For example, some teachers might use this as a take-home assignment and others might read and answer the questions in a small group or larger, class discussion.

*Please be sure to preview all NIE content before using it in your classroom to ensure it is appropriate for your students.

Standards:

CCSS.ELA-Literacy.RI.4.1

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.2

- Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Objectives:

Students will discuss whether they talk with their parents/family about savings, finances and current state of inflation and rising prices. They will also debate whether financial literacy should be a mandatory high school class and the importance for teens to educate themselves on spending, using credit cards and saving. They will also discuss a growing need for teens to become more financially independent and why that is.
Pre-Reading Discussion:

What do you think the article will be about, using this picture?

Are there any clues? What can you infer?

Vocabulary Building:

Read this sentence, what do you think the highlighted words mean using context clues? A context clue is a word or words that are hints and refers to the sources of information outside of words that readers may use to predict the identities and meanings of unknown words.

“Ashwin Joshi is a seriously suave, sociable Tri-Cities high school senior.”

Suave Guess:

Suave Definition:

Comprehension Questions:

1. Ashwin Joshi is lobbying for passage of a bill in the Washington Legislature that would require high schools to offer what?
2. Many of his classmates don’t know how to responsibly ____________, ____________ or ____________ their hard-earned money.
3. Financial education should be a ________________ ____________ offered to every student.
4. House Bill ________ has passed both the House and Senate, and is headed toward Gov. Jay Inslee’s desk for signing.
5. The bill’s prime sponsor, state Rep. Skyler Rude, R-Walla Walla, said the curriculum is vital for graduating students. “Empowering students with a tool like financial education is a ____________ for unlocking greater opportunities and success in their futures.”
6. Joshi is the founder and CEO of the nonprofit Ashwin Teen Financial Academy, which aims to offer what?
7. What are some course topics that are offered for free?
8. This has been a labor of love for Joshi, who is driven by a goal he’s had since his freshman year — what is it?
9. His love for finance began at a young age. He remembers seeing how hard his parents worked to make a living and felt inspired by their ______________.
10. He eventually concluded that a ______________-______________-____________ model could help students. So, coming out of the pandemic, Joshi hit the ground running to develop his nonprofit and get the word out.
11. He conducted a survey of 324 Southridge students with the help of teachers. Among the questions, Joshi asked them how prepared they felt to face future financial challenges. A mere _____% responded saying they felt confident at all. “The data was extremely crushing,” he said.
12. Where did he take his findings?
13. By the holidays, Rude had pre-filed HB 1915 to be considered in the 2024 legislative session. And on Martin Luther King Jr. Day, Joshi was among the first to testify in support of the bill during a hearing in the ______________-______________-______________.
14. What is the biggest lesson Joshi’s taken from this process?

Discussion Questions (small/large groups), Journal Prompts or Essay Questions:

- What surprised (or stood out to) you in the article?
- At first, I thought ______________, but now I think ______________?
- What things did you already know from prior experience?
- Have you learned about saving, spending and finances in school? If not, do you think it should be a mandatory high-school class? Why or why not?
- Do you talk with your parents/family about money? Spending? What’s happening with inflation and rising costs of gas, food and housing? If yes, what do they say about it?

“I believe in setting an example. I believe in being the best you can be,” Joshi, 18, told the Tri-City Herald.

- Do you try to live by these standards, too—being an example to others and being the best you can be?” Why or why not?

It’s an idea that just makes sense. “Every single one of us spends money on an almost-daily basis or daily basis. Look at the statistics: Inflation continues to increase, cost of living continues to increase, homelessness
continues to increase, the rising number of Americans living paycheck-to-paycheck continues to increase,” he said.

- Do you agree that students need to learn and understand how spending and finances work? Why or why not?

“Kids are interested in this. I think COVID really brought about this age where kids want to be more financially independent,” he said.

- Do you agree that teens want to be more financially independent? Why or why not?

News Break is posted to the Web on Tuesday. Please share this NIE News Break program with other teachers. To sign-up for the print replica for your class, please register online or call 206/652-6290 or toll-free 1-888/775-2655.

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