

## Invest in yourself

*Investing in yourself is the best investment you will ever make. It will not only improve your life, it will also improve the lives of all those around you*

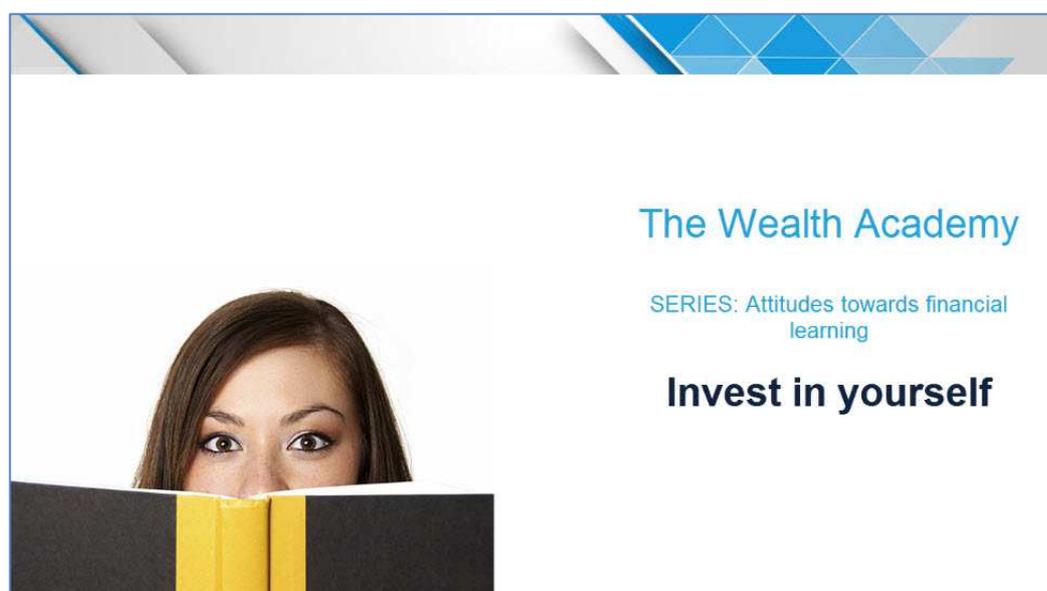
Robin Sharma

### **Focus**

It is not uncommon to hear a teacher or a parent say to their students or children respectively, “you need to invest in yourself’ or “... in your future”. What is actually meant by that term? Do students know what that means or how an adult intended for it to be meant?

Too often, the ‘invest in your future’ context is portrayed by the media as only about investing funds in your future. It can be argued strongly that investing in your future should include investing in your own capacity to understand the financial world in which we live. By doing so, a person will arguably make better decisions about financial investments for their future.

This module provides opportunities for teachers to generate student thinking and discussion about the idea of ‘investing in yourself’ or ‘investing in your future’. It offers a broad range of contexts that a student can invest in his or her future, but provides a focus on investing in a student’s financial future through knowledge and skill development.



**Contact information**

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## Australian Curriculum Links

This activity has links to the General capabilities, Economics and Business content descriptions, and Work studies descriptors identified in the tables below.

### General capabilities

Literacy	
<input checked="" type="checkbox"/> Use language to interact with others	<input checked="" type="checkbox"/> Understand learning area vocabulary
<input checked="" type="checkbox"/> Express opinion and point of view	<input checked="" type="checkbox"/> Understand how visual elements create meaning

Critical and creative thinking	
<input checked="" type="checkbox"/> Pose questions	<input checked="" type="checkbox"/> Think about thinking
<input checked="" type="checkbox"/> Identify and clarify information and ideas	<input checked="" type="checkbox"/> Transfer knowledge into new contexts
<input checked="" type="checkbox"/> Consider alternatives	<input checked="" type="checkbox"/> Draw conclusions and design a course of action
<input checked="" type="checkbox"/> Seek solutions and puts ideas into action	

Ethical understanding	
<input checked="" type="checkbox"/> Recognise ethical concepts	<input checked="" type="checkbox"/> Examine values
<input checked="" type="checkbox"/> Consider consequences	<input checked="" type="checkbox"/> Explore rights and responsibilities
	<input checked="" type="checkbox"/> Consider points of view

Personal and social capability	
<input checked="" type="checkbox"/> Develop reflective practice	<input checked="" type="checkbox"/> Contribute to civil society
<input checked="" type="checkbox"/> Appreciate diverse perspectives	

### Economics and Business Learning Area

Year 8	
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Markets</li> <li>• Aboriginal and Torres Strait Islander communities</li> <li>✓ Rights and responsibilities</li> <li>• Businesses</li> <li>✓ Work</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>✓ Questioning and research</li> <li>✓ Interpretation and analysis</li> <li>• Economic reasoning, decision-making and application</li> </ul>

- Communication and reflection

Year 9	
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Economy – Australia, Asia, global</li> <li>• Economic interconnections</li> <li>✓ Manage financial risks and rewards</li> <li>• Competitive advantage</li> <li>• Roles and responsibilities - workforce</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>✓ Questioning and research</li> <li>✓ Interpretation and analysis</li> <li>• Economic reasoning, decision-making and application</li> <li>✓ Communication and reflection</li> </ul>

Year 10	
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Economy</li> <li>• Living standards</li> <li>• Economic management</li> <li>✓ Financial decisions and consequences</li> <li>✓ Productivity</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>✓ Questioning and research</li> <li>✓ Interpretation and analysis</li> <li>• Economic reasoning, decision-making and application</li> <li>✓ Communication and reflection</li> </ul>

### **Work Studies**

Year 9-10	
<b>Skills</b>	<ul style="list-style-type: none"> <li>✓ Learning to learn</li> <li>✓ Work skills</li> <li>• Entrepreneurial behaviours</li> </ul>
<b>Career and life design</b>	<ul style="list-style-type: none"> <li>✓ Career development and management</li> <li>✓ The nature of work</li> <li>✓ Gaining and keeping work</li> </ul>

## Teaching and Learning Activities: Invest in yourself

The following activities are based on the video slideshow: **Invest in yourself**

Teachers may use the activities as is, or adjust to suit the needs of students.

**Aim:** To introduce students to the concept of students investing in their own future across a range of contexts, but with a specific focus on financial contexts.

**Duration:** 30+ minutes approximately per lesson

**Note:** These lessons are not in a linear progression. Teachers may choose any lesson in any order, adjust them to suit their context, or create their own lesson from the lesson suggestions below.

Activity	Procedure
<b>Preparation</b>	Either make copies of the Resource Sheets or copy onto a whiteboard. Ensure web site URLs are available for students to peruse. Please check URLs beforehand.
<b>Vocabulary/terms of interest</b>	Financial learning, ethics, values, student voice, teen voice, invest, investment, decision-making
<b>Lesson 1</b>	<p><b>Teenage views: Investing in yourself</b></p> <ul style="list-style-type: none"> <li>• Introduce the concept of <i>investment</i> and what their understanding of this concept is, and in what contexts it applies. If not volunteered by students, ask students to consider the idea of ‘investing in yourself’ or ‘investing in your future’.</li> <li>• Share with students that there will be different perspectives of what ‘investing in yourself’ means. Ask students to identify some personal views they have about the contexts where people can invest in their own future. Discuss some of these examples.</li> <li>• View the introductory video slideshow <i>Invest in yourself</i>. Students identify the key messages and respond to the questions within the slideshow.</li> <li>• Students compare and contrast the perspectives in the video slideshow with their prior deliberations.</li> <li>• Students identify key points from the vodcast that are of interest to them, they agree with or disagree with. Discuss.</li> <li>• Students discuss the statements below and determine whether they agree or disagree and state why. (Activity 1): <ul style="list-style-type: none"> <li>○ Teenagers are old enough to start investing in themselves.</li> <li>○ Investing in yourself <b>MUST</b> have a financial dimension.</li> <li>○ Schools have a responsibility to help students to invest in themselves.</li> <li>○ Schools have a responsibility to help students to invest in themselves, in a financial context</li> <li>○ Students have a right to learn financial concepts safely</li> <li>○ Students should develop a plan for investing in their own future.</li> </ul> </li> </ul>
<b>Lesson 2</b>	<p><b>Investing in different dimensions of self</b></p> <ul style="list-style-type: none"> <li>• Introduce the concept of teenagers investing in themselves and what that may mean.</li> <li>• Introduce the notion that we have different dimensions to our lives e.g. social, physical, spiritual, financial. Ask students to provide examples of these and any other dimensions they may contribute.</li> <li>• View the introductory video slideshow <i>Invest in yourself</i>. Students identify the key messages and respond to the questions within the slideshow.</li> </ul>

- Students identify the examples given in the video, which may relate to the dimensions identified earlier.
- Students suggest how they each could invest in the different dimensions of their lives with specific focus on their financial life.
  - How could you invest in your future financial life?
  - How could you invest in understanding financial concepts?
  - Who could help you invest in your financial future?
  - What should you learn if you are to invest in your financial future?

Encourage students to consider investing in their attitudes, learning about financial behaviours and thinking skills, not just concepts like budgets, credit, etc. (Resource Sheet 2)

**Lesson 3**

**Invest in your future: Reaction and opinion**

- Introduce the concept of teenagers having their own individual and collective views about investing in yourself may mean.
- View the introductory video slideshow *Invest in yourself*. Students identify the key messages and respond to the questions within the slideshow.
- Students discuss their agreement or otherwise with regard each of the quotations within the slideshow and the possible implications for each. (Resource Sheet 3)

**Lesson 4**

**‘Invest in your future’ or ‘invest in yourself’: The same or different?**

- Introduce the concepts of teenagers ‘invest in your future’ and ‘invest in yourself’. Asks students to consider if these statements are the same or how they may be different.
- View the introductory video slideshow *Invest in yourself*. Students identify the key messages and respond to the questions within the slideshow.
- Students identify the distinct and overlapping aspects of each term individually, and then compare perspectives in pairs. Discuss as a whole class activity. (Resource Sheet 4)

**Lesson 5**

**Panel interviews: Invest in yourself**

- Invite your school sponsor/s and/or people in your community who are successful in various industries, including a focus on finance-related industries to be interviewed on the topic ‘investing in yourself’.
- Plan a list of a 5-10 key questions that each panellist could be asked. Once finalised send copies of the questions to the panellists for their prior consideration. Consider questions related to rights, responsibilities, ethics, values and points of view.
- Students identify the key points offered by the panellists.
- Consider recording the panel interview and using aspects in future lessons, or with panellist permission, sending to The Wealth Academy to be considered in future resource provision.

## Resource Sheet 1: Teenage views – Investing in yourself

Consider each of the following statements. Do you agree, disagree or not sure. Write your thoughts in the space provided.

Statements	Agree / Disagree / Not sure
<b>Is it possible to invest in yourself as a teenager? Explain.</b>	
<b>Does investing in yourself make sense? Why?</b>	
<b>Investing in yourself MUST have a financial dimension</b>	
<b>Schools have a responsibility to help students to invest in themselves</b>	
<b>Schools have a responsibility to help students to invest in themselves, in a financial context</b>	
<b>Students have a right to learn financial concepts safely</b>	
<b>Students should develop a plan for investing in their own future</b>	

What does 'investing in yourself' look like?

## Resource Sheet 2: Investing in different dimensions of self

Identify various dimensions of yourself. Write an example of each.

View the video. Pause at each statement and discuss how each may align with one or more of your dimensions.

Dimensions of self	Examples

Question	Response
<p>How could you invest in your future financial life?</p>	
<p>How could you invest in understanding financial concepts?</p>	
<p>Who could help you invest in your financial future?</p>	
<p>What should you learn if you are to invest in your financial future?</p>	
<p>How do you invest in attitudes, learning about financial behaviours and thinking skills?</p>	

## Resource Sheet 3: Reaction and opinion

Do you agree or disagree with each of the quotations and statements within the slideshow? What are the implications and consequences of each?

### Quotations and statements

**Investing in yourself is the best investment you will ever make. Not only will it improve your life, it will improve the lives of all those around you. (Sharma)**

**An investment in knowledge pays the best interest. (Benjamin Franklin)**

**Goodness is the only investment that never fails. (Henry David Thoreau)**

**In any investment, you expect to have fun and make money. (Michael Jordan)**

**Investment in yourself can mean new experiences**

**Investing in yourself can mean 'having a go'**

**Investing in yourself can mean finding helpful mentors**

**Investing in yourself can mean healthy living**

**Investment in yourself can mean facing new challenges**

<b>Investing in yourself can mean thinking of your future</b>
<b>Investing in yourself can mean helping others in need</b>
<b>Investment in yourself should also mean learning how to manage money wisely</b>
<b>Investing in yourself can mean learning how to budget</b>
<b>Investment in yourself can mean learning to work</b>
<b>Investing in yourself can mean learning the meaning of financial terms</b>
<b>Investing in yourself means you are building your future</b>
<b>As teenagers, you have to start 'thinking' ahead for yourself. Your financial future should be part of that thinking.</b>

**Can you risk not being a financial learner?**

## Resource Sheet 4: The same or different

Do the phrases 'invest in yourself' and 'invest in your future' mean the same things or are they different or are there overlapping concepts. Write what you think may be distinctly one or the other and maybe common to both.

**Invest in your future** only

Both '**invest in yourself**' and '**invest in your future**'

**Invest in yourself** only