

OVERVIEW

Credit cards, auto loans, home mortgages, pawn shops ... you've probably heard a lot about debt over the years—good and bad. But debt itself is actually neither. It's merely a tool to buy something now and pay for it later.

How we use debt is what's good or bad.

This lesson will help you assess reasons to use or to not use credit.

LEARNING OUTCOMES

In this lesson students will weigh the benefits and risks of borrowing. Along the way they will:

- ☒ Discuss why people borrow.
- ☒ Give examples of acceptable and unacceptable situations to use credit.
- ☒ Explain how borrowing impacts spending power.

Students will use what they learn to recognize situations when it makes sense to either use credit or avoid using credit.

PREPARATION

- ☐ Order a Module 2 Student Guide for each student. (The Guide is also available online to download.)
- ☐ Preview the lesson PowerPoint presentation, learning tasks, and Module 2 Student Guide, particularly pages 3-8 and 18-19.
- ☐ Print or download the Student Learning Plan and handouts for this lesson so each student has copies.

WHAT YOU WILL NEED

- ☐ Module 2 Student Guide (pages 3-8, 18-19)
- ☐ PowerPoint Presentation 2-1
- ☐ Student Learning Plan 2-1
- ☐ Task: What Do You Think? (Student Guide, page 4)
- ☐ Learning Activity 2-1: Borrowing Fitness Test
- ☐ Learning Activity 2-2: What is the Reason?
- ☐ Task: News Summary (Further Study)

NOTES

Approximate time: 45 minutes (minimum) - 90 minutes (with extension activities)

LEARNING TASKS	TEACHING NOTES	MATERIALS
<p>1. What do you think are good reasons to borrow money? Participate in a discussion to evaluate situations that involve borrowing money.</p>	<p>PROCEDURE TIME ESTIMATE: 5 minutes</p> <p><input type="checkbox"/> [Slide 2] Have students first read and respond individually to the What Do YOU Think? questions (Student Guide, page 4). Arrange for the students to share and discuss their responses with a nearby partner.</p> <p><input type="checkbox"/> As a whole class, survey responses to each question allowing students to briefly justify their responses. Note: The class will revisit the list later in the lesson to reach final consensus; at this time just gather responses and comments from students to reference throughout the rest of the lesson.</p> <p>(Alternative tactic) You can choose do this as a paper and pencil activity, a clicker system activity, a web-based survey activity, or as a visual survey. Should you select the visual survey option, print off each statement in large print and put it on its own paper or poster. Underneath each statement, make two columns, one for “true” responses and one for “false” responses.</p> <p><input type="checkbox"/> [Slide 3] Transition into the lesson by telling the students that they will learn about the reasons for using credit. Preview the Learning Outcomes in the Student Learning Plan. By the end of this lesson, the students should be able recognize situations when it makes sense to either use credit or avoid using credit.</p> <p><input type="checkbox"/> [Slide 4] Introduce Mariah and Jesse, the young people featured in the Student Guide, who will learn about borrowing and credit along with the students. (Student Guide, page 3)</p>	<p>Module 2 Student Guide</p> <p>Student Learning Plan 2-1</p> <p>Student Guide pages 3-4</p> <p>SLIDES 2 – Good or Bad 3 – Preview 4 – Meet Mariah and Jesse</p> <p>ACTIVITY What Do YOU Think, page 4</p>
<p>2. Evaluate your borrowing habits by completing Activity 2.1: Borrowing Fitness Test.</p>	<p>PROCEDURE TIME: 5 minutes</p> <p><input type="checkbox"/> [Slide 5] Point out to the students that, although they might not yet be able to take out a loan or get their own credit, they are already practicing good and bad borrowing habits. Arrange for students to complete Activity 2.1: Borrowing Fitness Test (Student Guide, page 6).</p> <p><input type="checkbox"/> Debrief by asking students to voluntarily share strategies they might already use to establish a reputation as a responsible borrower. Use this to transition into a discussion about how these same types of borrowing habits apply when they choose to use credit in the future for such things as car loans, credit cards, cellphone service, and cash-advance loans.</p>	<p>STUDENT GUIDE Pages 6-7</p> <p>SLIDE 5 – Using Credit</p> <p>ACTIVITY Activity 2.1: Borrowing Fitness Test</p>

Lesson 2-1: Using Credit

LEARNING TASKS	TEACHING NOTES	MATERIALS
<p>3. Give examples of ways people use credit. Complete Activity 2.2: What is the Reason?</p>	<p>PROCEDURE TIME: 10 minutes</p> <p><input type="checkbox"/> [Slide 6] Illustrate out how credit can potentially contribute to economic growth because money is circulated between consumers, businesses, and workers (Student Guide, page 8). Businesses often borrow money to start businesses, expand operations, or develop new products or services.</p> <p><input type="checkbox"/> [Slide 7] Introduce ways that individuals use credit to buy now and pay later for things they need and want (Student Guide, pages 18-19).</p> <p><input type="checkbox"/> Guide student to read Reap the Rewards for reasons why individuals borrow money rather than pay cash for purchases (Student Guide, page 7). Arrange for students to work independently or in pairs to complete Activity 2.2: What is the Reason? Direct the students to compare their responses with a partner or another student team.</p> <p><input type="checkbox"/> Debrief by pointing out that a person's reason to borrow might seem acceptable at the time, but the borrower must take into consideration how future spending options will be limited by each borrowing decision. In essence, each decision to borrow money in the present reduces the amount of funds someone has available for later purchases.</p> <p><input type="checkbox"/> [Slide 8] Money that needs to be repaid is something to include in a spending plan. This will require adjusting allocations for other expenses. Ask the students to suggest how Jesse might adjust his spending plan when he has to make \$200 monthly payments for a truck loan without increasing the total expense amount.</p>	<p>STUDENT GUIDE Pages 5-8, 18-19</p> <p>SLIDES 6 – Credit in the Community 7 – Credit Options 8 – Jesse's Plan</p> <p>ACTIVITY Activity 2.2: What is the Reason</p>
<p>4. Share a story about a time you made an impulse purchase that you regretted later. Have you ever been glad that you waited to make a purchase?</p>	<p>PROCEDURE TIME: 10 minutes</p> <p><input type="checkbox"/> In partners or as a whole class, have students share stories of times when they didn't wait to make a purchase and got burned or did wait to make a purchase and were rewarded.</p> <p><input type="checkbox"/> [Slide 9] Explain the difference between <i>instant gratification</i> (an unwillingness to give up something now in return for something later) and <i>delayed gratification</i> (A willingness to give up something now in return for something later). Ask students how having a credit card would impact their ability to delay gratification.</p> <p><input type="checkbox"/> [Slide 10] If time allows, revisit or introduce the Stop Drop and Think test presented in Module 1 as a way to test whether or not a borrowing decision makes sense at the time of the purchase, in particular asking the final question about what will be given up as a result of using credit for a particular purchase. (Appendix, page 40)</p>	<p>STUDENT GUIDE Page 40</p> <p>SLIDES 9 – Now or Later 10 – Stop Drop and Think Before Using Credit Test</p>

Lesson 2-1: Using Credit

LEARNING TASKS	TEACHING NOTES	MATERIALS
5. Mariah's mom doesn't think that Mariah should have a credit card. Role play a conversation between Mariah and her mother about the reasons to get or not get a card.	<p>PROCEDURE TIME: 15 minutes</p> <p><input type="checkbox"/> [Slide 11] Arrange the class into small groups of four or five students, or ask two volunteers to role play for the entire class. Designate who will take on the role of Mariah and who will portray Mariah's mother. As time allows, assign students to help either "Mariah" or the "mother" identify two to three talking points to argue the case either for or against a credit card. Stage the role play either in small groups or a whole class.</p> <p><input type="checkbox"/> Debrief by asking the students if there is additional information they need to help them make a case for or against getting a credit card. Point out that they will learn more in future lessons about the pros and cons of using credit.</p> <p><input type="checkbox"/> As time allows, revisit the What do YOU Think? Task (Student Guide, page 4) to see if students have different responses compared to earlier in the lesson.</p>	<p>STUDENT GUIDE Page 4</p> <p>SLIDE 11 – Role Play</p> <p>ACTIVITY What do YOU Think?, page 4</p>
REFLECTION How do you rate your ability for responsible borrowing?	<p>PROCEDURE In-class or out-of-class assignment</p> <p><input type="checkbox"/> Assign students to reflect on their responses to Activity 2.1: Borrowing Fitness Test.</p>	<p>SLIDE 12 - Reflection</p>
ALTERNATE ACTIVITY Write an analogy to compare ways that credit is similar to a car.	<p>PROCEDURE In-class or out-of-class activity</p> <p><input type="checkbox"/> One thing that many students crave is a car—the symbol of independence. It can be the most effective means to convey lessons regarding finance. Try it out—compare credit to a car. In small groups, direct the students to brainstorm the ways that credit is like a car. Set up the task with the following scenario:</p> <p><i>Mariah's mom is not sure she even understands what credit is and asks Mariah to compare it to something else. Mariah has a hard time coming up with a comparison. Help her out. Complete the following analogy: "Credit is like a car because ..."</i></p> <p>NOTE: An analogy is a comparison of similarities of features or aspects between two things that might otherwise be considered dissimilar. Analogies can be an effective way to clarify an abstract idea.</p> <p>If students need help getting started, use the following example as a prompt: "Both are tools that can get you to a goal," or "Both need an annual inspection to make sure it works for you." Suggest that the students list out what they know about credit to start the brainstorm.</p>	<p>SLIDE 13 – Analogy</p> <p>ACTIVITY Poster paper markers</p>

LEARNING TASKS	TEACHING NOTES	MATERIALS
FURTHER STUDY Find a news story that relates to the risks or rewards of borrowing. Summarize two or three new things that you learned from the story.	PROCEDURE In-class or out-of-class assignment <input type="checkbox"/> Direct students to locate a news story that relates to the risks or rewards of borrowing. Arrange for students to share what they find within a written or verbal summary. Use the News Summary Task handout to guide student work. RESOURCES: Students can get local, state, and national news from the school library, the town/city library, and news websites. If they see or hear a news story on television or the radio, chances are pretty good that the radio or television station has a website that will also contain that story. If possible, have students bring a copy of the story in with their summary—they can cut it out, make a copy, or print it from the website.	ACTIVITIES Task: News Summary Internet News stories

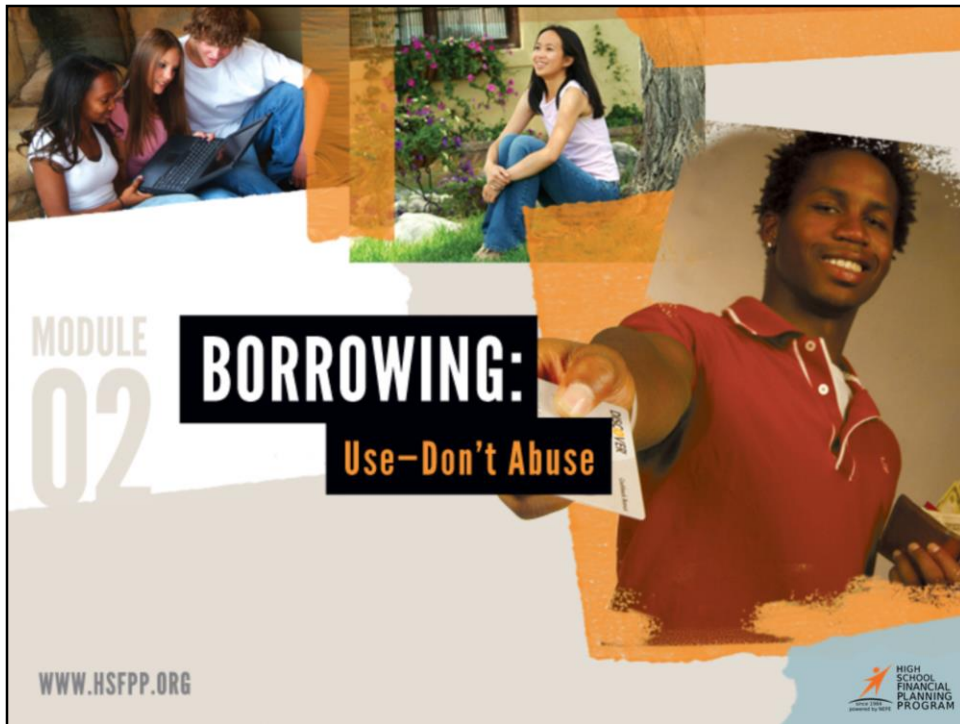
**REFLECTION**

Reflect on your answers for **Activity 2.1: Borrowing Fitness Test**. Which one area would you say is your weakest? Write down two things you can do to strengthen your ability for that one area of weakness.


**FURTHER STUDY**

Find a news story that relates to the risks or rewards of borrowing. Summarize two or three new things that you learned from the story.

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LESSON 2-1: USING CREDIT



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LESSON 2-1: USING CREDIT




Using Credit

TODAY YOU WILL
EXAMINE REASONS WHY PEOPLE USE CREDIT.

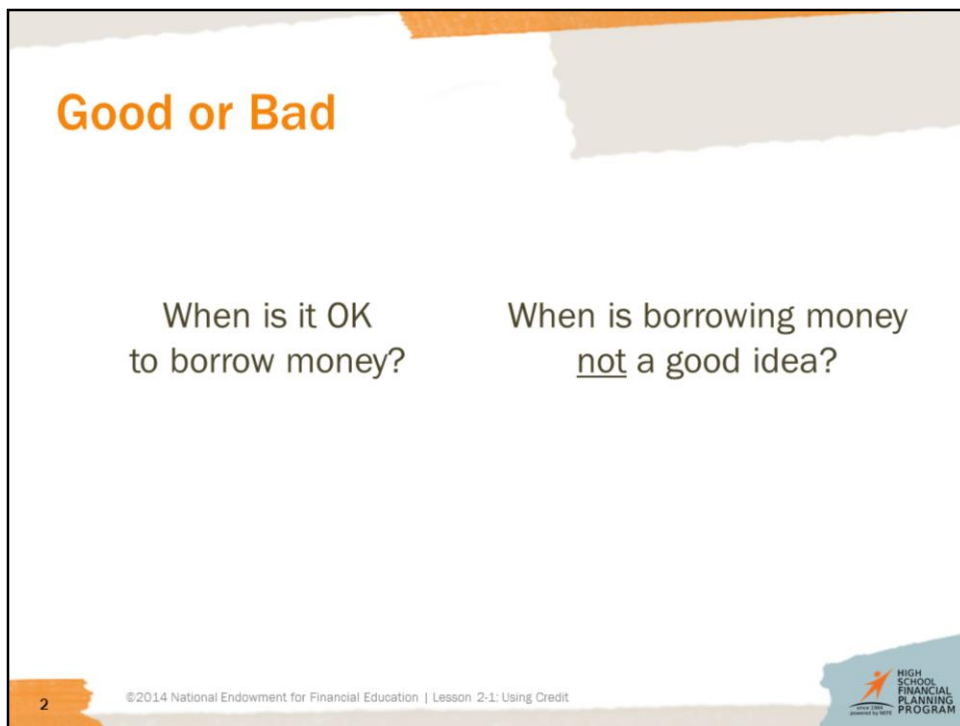
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 HIGH SCHOOL FINANCIAL PLANNING PROGRAM
GROW YOUR KNOWLEDGE TO GROW

- ❑ Display this slide as you kick off the lesson.

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LESSON 2-1: USING CREDIT



Student Guide, page 4

- ☐ Have students first read and respond individually to the **What Do YOU Think?** questions (Student Guide, page 4). Arrange for the students to share and discuss their responses with a nearby partner.
- ☐ As a whole class, survey responses to each question allowing students to briefly justify their responses. Note: The class will revisit the list later in the lesson to reach final consensus; at this time just gather responses and comments from students to reference throughout the rest of the lesson.

(Alternative tactic) You can choose to do this as a paper and pencil activity, a clicker system activity, a web-based survey activity, or as a visual survey. Should you select the visual survey option, print off each statement in large print and put it on its own paper or poster. Underneath each statement, make two columns, one for “true” responses and one for “false” responses.

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LESSON 2-1: USING CREDIT

Preview

Answer these questions:

- Why do people borrow money?
- When is it acceptable and unacceptable to use credit?
- How does borrowing impact spending power?

Use what you learn to recognize situations
when it makes sense to either use credit
or to avoid using credit.

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Student Guide, page 3

- ❑ Transition into the lesson by telling the students that they will learn about the reasons for using credit. Preview the Learning Outcomes in the Student Learning Plan. By the end of this lesson, the students should be able recognize situations when it makes sense to either use credit or avoid using credit.

HIGH SCHOOL FINANCIAL PLANNING PROGRAM
LESSON 2-1: USING CREDIT


Meet Mariah and Jesse

Mariah– junior

- Lives at home
- Part-time job
- Responsible for own expenses
- Saving for college
- Wants her own credit card

Jesse– sophomore

- Lives at home
- No job now
- Saving to buy a truck when he gets license



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Student Guide, page 3

- ☐ Introduce Mariah and Jesse, the young people featured in the Student Guide, who will learn about borrowing and credit along with the students.

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LESSON 2-1: USING CREDIT



Student Guide, page 6

- ☐ Point out to the students that, although they might not yet be able to take out a loan or get their own credit, they are already practicing good and bad borrowing habits. Arrange for students to complete **Activity 2.1: Borrowing Fitness Test**.
- ☐ Debrief by asking students to voluntarily share strategies they might already use to establish a reputation as a responsible borrower. Use this to transition into a discussion about how these same types of borrowing habits apply when they choose to use credit in the future for such things as car loans, credit cards, cellphone service, and cash-advance loans.

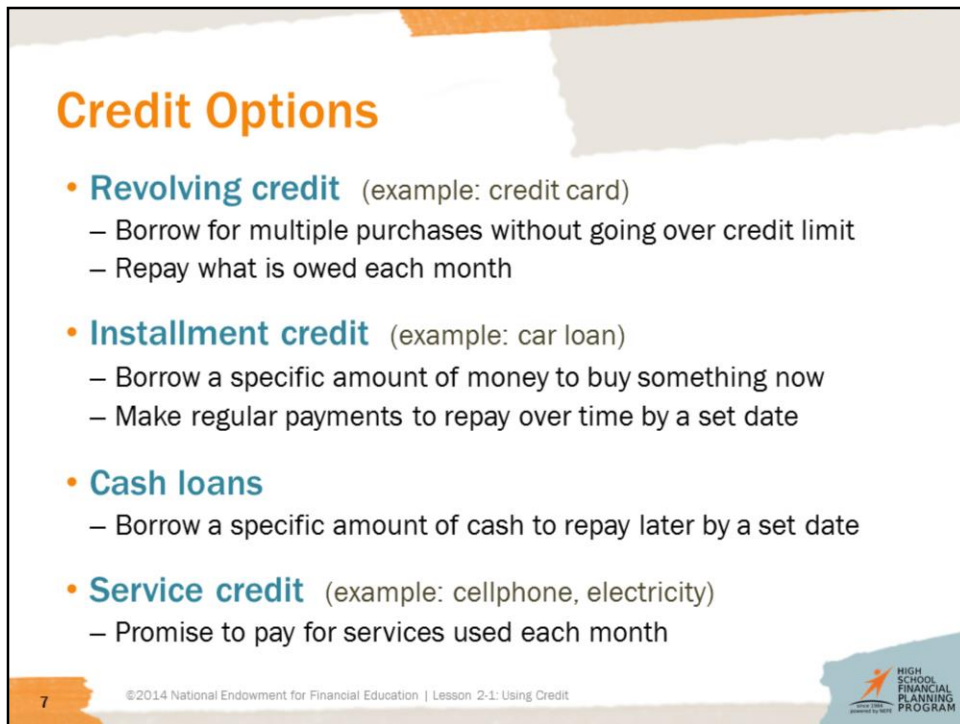
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LESSON 2-1: USING CREDIT



Student Guide, page 8

- ❑ Illustrate out how credit can potentially contribute to economic growth because money is circulated between consumers, businesses, and workers. Businesses often borrow money to start businesses, expand operations, or develop new products.

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LESSON 2-1: USING CREDIT



Credit Options

- **Revolving credit** (example: credit card)
 - Borrow for multiple purchases without going over credit limit
 - Repay what is owed each month
- **Installment credit** (example: car loan)
 - Borrow a specific amount of money to buy something now
 - Make regular payments to repay over time by a set date
- **Cash loans**
 - Borrow a specific amount of cash to repay later by a set date
- **Service credit** (example: cellphone, electricity)
 - Promise to pay for services used each month

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Student Guide, 18-19

- ☐ Introduce ways that individuals use credit to buy now and pay later for things they need and want.

Student Guide, page 7

- ☐ Guide student to read **Reap the Rewards** for reasons why individuals borrow money rather than pay cash for purchases. Arrange for students to work independently or in pairs to complete **Activity 2.2: What is the Reason?** Direct the students to compare their responses with a partner or another student team.
- ☐ Debrief by pointing out that a person's reason to borrow might seem acceptable at the time, but the borrower must take into consideration how future spending options will be limited by each borrowing decision. In essence, each decision to borrow money in the present reduces the amount of funds someone has available for later purchases.

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LESSON 2-1: USING CREDIT

Jesse's Plan

Jesse's Monthly Plan
With No Loan

Expense	Amount
Food	\$ 50
Clothes	\$100
Entertainment	\$100
TOTAL EXPENSES	\$250

Jesse's Monthly Plan
With Loan

Expense	Amount
Truck Loan	\$200
Food	\$?
Clothes	\$?
Entertainment	\$?
TOTAL EXPENSES	\$250

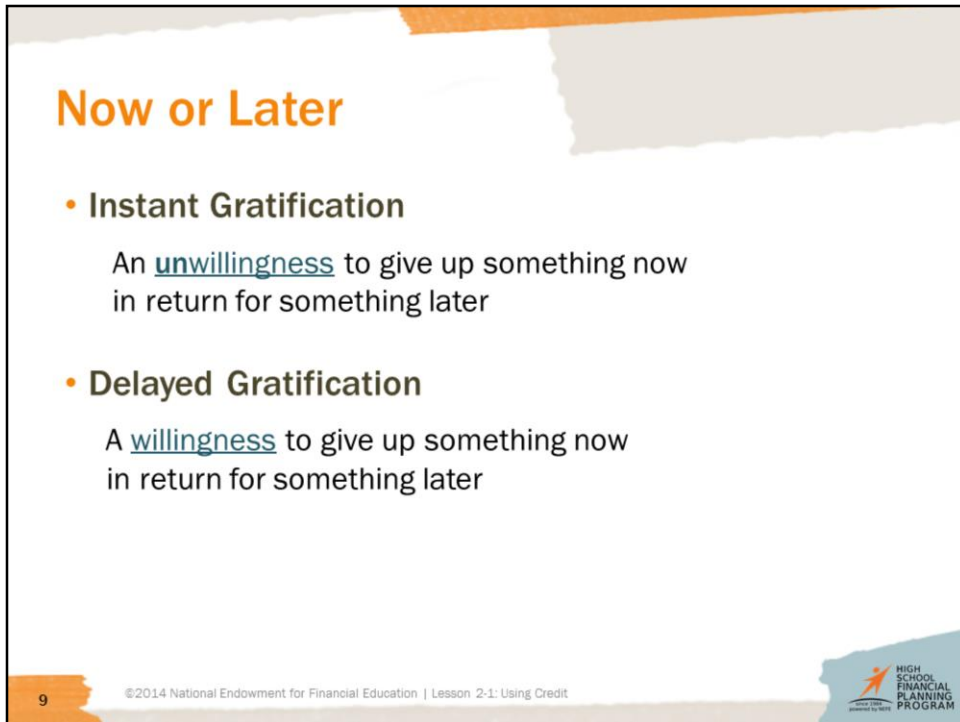
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- ❑ Money that needs to be repaid is something to include in a spending plan. This will require adjusting allocations for other expenses. Ask the students to suggest how Jesse might adjust his spending plan when he has to make \$200 monthly payments for a truck loan without increasing the total expense amount.

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LESSON 2-1: USING CREDIT



Now or Later

- **Instant Gratification**
An unwillingness to give up something now in return for something later
- **Delayed Gratification**
A willingness to give up something now in return for something later

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- ❑ In partners or as a whole class, have students share stories of times when they didn't wait to make a purchase and got burned or did wait to make a purchase and were rewarded.
- ❑ Explain the difference between *instant gratification* (an unwillingness to give up something now in return for something later) and *delayed gratification* (A willingness to give up something now in return for something later). Ask students how having a credit card would impact their ability to delay gratification.

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LESSON 2-1: USING CREDIT

The graphic is titled "Stop Drop and Think Before Using Credit Test" in orange text. It contains five questions, each in a colored box with a corresponding colored line extending to the right: 1. Purple box: "Do I need this or do I want it?" 2. Green box: "If I don't need it, why do I want it?" 3. Red box: "Exactly when will I use (or wear) it?" 4. Blue box: "Can I find it for less somewhere else?" 5. Orange box: "What will I have to give up or put off by using credit to buy this now?" The bottom left of the graphic has the number "10" in a white box. The bottom center has the copyright text "©2014 National Endowment for Financial Education | Lesson 2-1: Using Credit". The bottom right features the "HIGH SCHOOL FINANCIAL PLANNING PROGRAM" logo with a stylized orange figure and the tagline "GROW YOUR KNOWLEDGE TO GROW".

Stop Drop and Think Before Using Credit Test

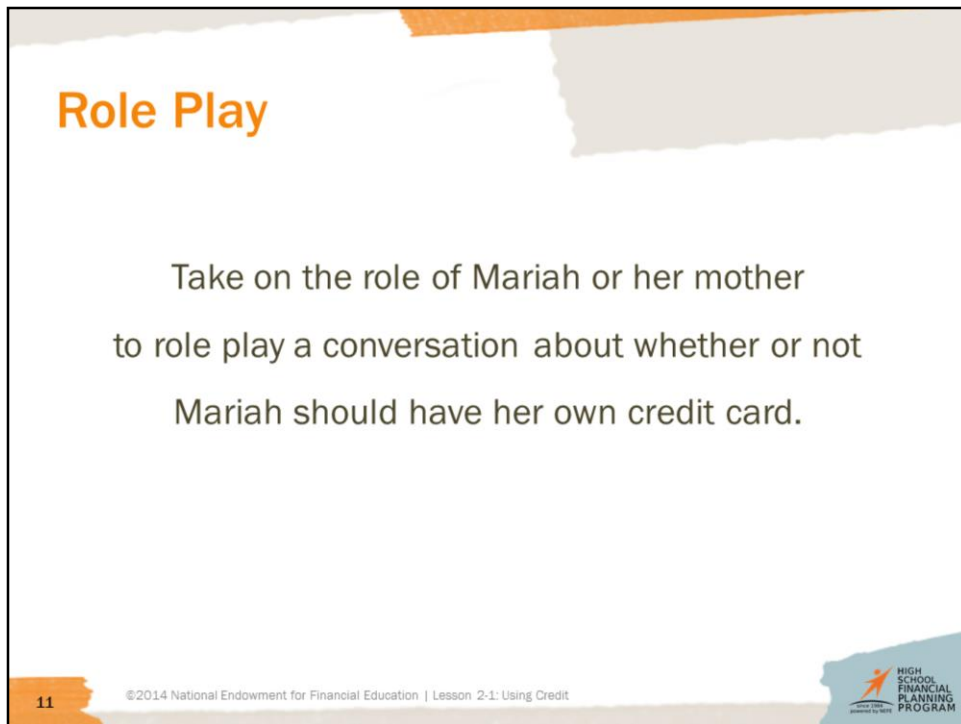
- Do I need this or do I want it?
- If I don't need it, why do I want it?
- Exactly when will I use (or wear) it?
- Can I find it for less somewhere else?
- What will I have to give up or put off by using credit to buy this now?

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Appendix, page 40

- ❑ If time allows, revisit or introduce the **Stop Drop and Think test** presented in Module 1 as a way to test whether or not a borrowing decision makes sense at the time of the purchase, in particular asking the final question about what will be given up as a result of using credit for a particular purchase.

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LESSON 2-1: USING CREDIT



Role Play

Take on the role of Mariah or her mother to role play a conversation about whether or not Mariah should have her own credit card.

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- ❑ Arrange the class into small groups of four or five students, or ask two volunteers to role play for the entire class. Designate who will take on the role of Mariah and who will portray Mariah's mother. As time allows, assign students to help either "Mariah" or the "mother" identify two to three talking points to argue the case either for or against a credit card. Stage the role play either in small groups or a whole class.
- ❑ Debrief by asking the students if there is additional information they need to help them make a case for or against getting a credit card. Point out that they will learn more in future lessons about the pros and cons of using credit.

Student Guide, page 4

- ❑ As time allows, revisit the **What do YOU Think? Task** to see if students have different responses compared to earlier in the lesson.

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Reflection

Review your responses to the Borrowing Fitness Test.

- How do you rate your ability to be a responsible borrower?
- What changes can you make for improvement?

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- Assign students to reflect on their responses to **Activity 2.1: Borrowing Fitness Test**.

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LESSON 2-1: USING CREDIT

Analogy

Mariah's mom is not sure she even understands what credit is and asks Mariah to compare it to something else. Mariah has a difficult time coming up with a comparison. Help her out.

Complete the following analogy:

"Credit is like a car because ..."

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Alternate Activity:

- ❑ One thing that many students crave is a car—the symbol of independence. It can be the most effective means to convey lessons regarding finance. Try it out—compare credit to a car. In small groups, direct the students to brainstorm the ways that credit is like a car. Set up the task with the scenario displayed on the slide.

NOTE: An analogy is a comparison of similarities of features or aspects between two things that might otherwise be considered dissimilar. Analogies can be an effective way to make an abstract idea more complete.

If students need help getting started, use the following example as a prompt: “Both are tools that can get you to a goal,” or “Both need an annual inspection to make sure it works for you.” Suggest that the students list out what they know about credit to start the brainstorm.

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LESSON 2-1: USING CREDIT

MODULE
02

BORROWING:
Use-Don't Abuse

WWW.HSFPP.ORG

HIGH SCHOOL FINANCIAL PLANNING PROGRAM
GIVE TIME
MAKE IT COUNT

The graphic features a collage background with a torn paper effect. A black and white photo of a young man and woman smiling is pasted onto the right side. The text is arranged in a clean, modern layout with bold sans-serif fonts. The title 'BORROWING:' is in white on a black background, and the subtitle 'Use-Don't Abuse' is in orange on a black background. The website URL 'WWW.HSFPP.ORG' is in the bottom left, and the program logo is in the bottom right.

STUDENT LEARNING PLAN

Lesson 2-1: Using Credit

OVERVIEW

Credit cards, auto loans, home mortgages, pawn shops ... you've probably heard a lot about debt over the years—good and bad. But debt itself is actually neither. It's merely a tool to buy something now and pay for it later.

How we use debt is what's good or bad.

This lesson will help you assess reasons to use or not use credit.

LEARNING OUTCOMES

In this lesson you will weigh the benefits and risks of borrowing. Along the way you will:

- ☒ Discuss why people borrow.
- ☒ Give examples of acceptable and unacceptable situations to use credit.
- ☒ Explain how borrowing impacts spending power.

Use what you learn to recognize situations when it makes sense to either use credit or avoid using credit.

LEARNING TASKS

These tasks match pages 3-8 and 18-19 in Student Guide 2.

__ 1.	What do you think are good reasons to borrow money? Participate in a discussion to evaluate situations that involve borrowing money.
__ 2.	Evaluate your borrowing habits by completing Activity 2.1: Borrowing Fitness Test .
__ 3.	Give examples of ways people use credit. Complete Activity 2.2: What is the Reason?
__ 4.	Share a story about a time you made an impulse purchase that you regretted later. Have you ever been glad that you waited to make a purchase?
__ 5.	Mariah's mom doesn't think that Mariah should have a credit card. Role play a conversation between Mariah and her mother about the reasons to get or not get a card.



REFLECTION

Reflect on your answers for Activity 2.1: Borrowing Fitness Test.

- Which one area would you say is your weakest?
- Write down two things you can do to strengthen your ability for that one area of weakness.



FURTHER STUDY

Find a news story that relates to the risks or rewards of borrowing. Summarize two or three new things that you learned from the story.

Activity 2.1: Borrowing Fitness Test

NAME:

DATE:

Directions:

Do you have what it takes to be a responsible borrower? Find out by answering the questions below.

If you answer “yes” to a question, mark an “X” in the box to the left.

Do you . . .

<input type="checkbox"/> 1.	Repay money loans from friends and family before they have to ask you for it?
<input type="checkbox"/> 2.	Often borrow money to pay for something you can't afford right now?
<input type="checkbox"/> 3.	Return library books and other borrowed items before they're due and return them in good condition?
<input type="checkbox"/> 4.	Frequently ask for an advance on your paycheck or allowance?
<input type="checkbox"/> 5.	Replace money you borrow from your savings account or from other spending-plan funds?
<input type="checkbox"/> 6.	Borrow items from your parents or siblings without asking for or getting permission first?
<input type="checkbox"/> 7.	Know how much money you owe others right at this very moment?
<input type="checkbox"/> 8.	Ever make monthly or weekly payments late?

The more “yes” answers you have on the odd-numbered questions and “no” answers on the even-numbered questions, the more fit you are to be a smart borrower!

If you didn't do well, don't worry. It's never too late for a bad-habit makeover.

Activity 2.2: What is the Reason?

NAME:

DATE:

MEET MARIAH AND JESSE

Mariah is upset. Her mom said “no way!” to helping her get a credit card. Mariah pointed out that she has a part-time job at the mall to pay the bills and that she’s a junior now and will be going off to college soon—but her mom wouldn’t even discuss it.

Jesse dreads the thought of having to drive the family clunker next year when he gets his license. He doesn’t have a job, but he’s been saving for a few years and has \$2,500 now, which he was hoping to use to spend on a truck—until he actually started checking out truck prices. Jesse’s older brother said their parents might agree to co-sign a loan for him if he gets a job before then.

- A. What do you think is Mariah’s reason for getting a credit card?
- B. What do you think is Jesse’s reason for using a loan to buy a truck?
- C. Finally, what has prompted you to borrow money from friends or family?

Reason to Borrow	Mariah	Jesse	Me
Read about each reason on page 7 in Student Guide 2.			
Convenience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instant gratification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spreading out payments for expensive items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Investments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special offers and perks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task: News Summary

NAME: _____

DATE: _____

Directions:

Locate a news story that relates to the risks or rewards of borrowing. Be prepared to share what you find either as a written or a verbal summary.

Include the following information in your summary.

- ☐ News Story Title
- ☐ Story Source (name the magazine, newspaper, website the story came from)
- ☐ Specific Location (page number(s), website address)
- ☐ Date (The story should have been written or posted during the past week)
- ☐ Summary of the News Story (Answer the following questions with a complete sentence for each.)
 1. Who? (Who should the story concern? Who are the major players?)
 2. What? (What is going on? What happened?)
 3. Where? (Where did/does this happen?)
 4. When? (When did it happen? What is the timeline?)
 5. How? (How did it happen?)
 6. Why? (Why did it happen? Why are the involved people behaving a certain way?)
 7. So what? (Why should you care? How can this impact you?)

Resources:

You can find local, state and national news from the school library, the town/city library, and news websites. If they see or hear a news story on television or the radio, chances are pretty good that the radio or television station has a website that will also contain that story. If possible, bring a copy of the story to share with your summary.