# ESTATE PLANNING

**Advanced Level**

www.takechargetoday.arizona.edu

<table>
<thead>
<tr>
<th>RECOMMENDED GRADE LEVELS</th>
<th>AVERAGE TIME TO COMPLETE</th>
<th>EACH LESSON PLAN IS DESIGNED AND CONTINUALLY EVALUATED “BY EDUCATORS, FOR EDUCATORS.” THANK YOU TO THE FOLLOWING EDUCATORS FOR DEVELOPING COMPONENTS OF THIS LESSON PLAN.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-12</td>
<td>Anticipatory Set &amp; Facilitation: 55-90 minutes Conclusion/Assessment Options: 20-75 minutes <em>Time does not include optional items listed in the lesson plan.</em></td>
<td>▪ Lisa Bender, Business Educator, Oakland, Maryland</td>
</tr>
</tbody>
</table>

## NATIONAL STANDARDS

The curriculum is aligned to the following national standards:

▪ National Standards for Financial Literacy
▪ American Association of Family and Consumer Sciences
▪ Council for Economic Education
▪ National Business Education
▪ National Jump$tart Coalition
▪ Common Core English Language Arts

## LESSON PLAN OBJECTIVES

Upon completion of this lesson, participants will be able to:

▪ Understand the role of Estate Planning for long-term financial well-being
▪ Identify steps to planning an estate
▪ Identify how to approach discussions with parents and guardians about the difficult subjects of death and dying

## MATERIALS

<table>
<thead>
<tr>
<th>MATERIALS PROVIDED IN THIS LESSON PLAN</th>
<th>MATERIALS SPECIFIC TO THIS LESSON PLAN BUT AVAILABLE AS A SEPARATE DOWNLOAD</th>
<th>MATERIALS TO ACQUIRE SEPARATELY DEPENDING ON OPTIONS TAUGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Stay Hungry 2.7.2.A1</td>
<td>▪ Estate Planning PowerPoint presentation 2.7.2.G1</td>
<td>▪ News Articles</td>
</tr>
<tr>
<td>▪ Estate Planning 2.7.2.A2</td>
<td>▪ Memory Cards Deck 1 2.7.2.H1</td>
<td>▪ Highlighters or Markers</td>
</tr>
<tr>
<td>▪ Grandma Dottie’s Gift Rubric 2.7.2.B1</td>
<td>▪ Memory Cards Deck 2 2.7.2.H2</td>
<td>▪ Internet Access</td>
</tr>
<tr>
<td>▪ Estate Planning Vocabulary List 2.7.2.E1</td>
<td>▪ Giving Unit Multiple Choice Test Bank and Answer Key 2.7.0.M1 &amp; C1</td>
<td></td>
</tr>
<tr>
<td>▪ Grandma Dottie’s Gift Scenario 2.7.2.E2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Estate Planning Information Sheet 2.7.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Estate Planning Note Taking Guide 2.7.2.L1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## RESOURCES

### EXTERNAL RESOURCES

External resources referenced in this lesson plan:

▪ “Life as we Know it” movie trailer https://www.youtube.com/watch?v=Lwz3jvMg5zs
**TAKE CHARGE TODAY RESOURCES**

<table>
<thead>
<tr>
<th>Similar lesson plan at a different level:</th>
<th>Optional lesson plan resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>News Headline Active Learning Tool 3.0.54</td>
</tr>
<tr>
<td></td>
<td>Giving to Others 2.7.1</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker Active Learning Tool 3.0.22</td>
</tr>
<tr>
<td></td>
<td>The Ultimate Gift Active Learning Tool 3.0.47</td>
</tr>
<tr>
<td></td>
<td>Mr. Deeds Active Learning Tool 3.0.44</td>
</tr>
<tr>
<td></td>
<td>From Prada to Nada Active Learning Tool 3.0.45</td>
</tr>
</tbody>
</table>

**CONTENT**

<table>
<thead>
<tr>
<th>EDUCATOR MATERIALS</th>
<th>PARTICIPANT READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials to support educators when preparing to teach this lesson plan are available on the Take Charge Today website.</td>
<td>Estate Planning Information Sheet 2.7.2.F1</td>
</tr>
</tbody>
</table>

**OPTIONAL ADVANCE INSTRUCTION**

*This lesson is designed to be taught as a stand-alone lesson. However, background content knowledge from the following lesson plans is directly related to this lesson and may be helpful for participants.*

- Money in Your Life
- Financial Decisions
- Setting Financial Goals
- The Basics of Taxes
- Choose to Save
- The Fundamentals of Investing

**LESSON FACILITATION**

**VOCABULARY ACTIVITY**

**Remember When, Memory Game**

Approximate time: 15 minutes prior to instruction and 15 minutes at the end

Materials to prepare:

- Memory Cards Deck 1 2.7.2.H1 per team of 3
- Memory Cards Deck 2 2.7.2.H2 per team of 3

Color-code the different decks of cards to keep them organized.
In an effort to introduce complex vocabulary terms in a positive manner to students and participants, have students play the “Memory Game” in small groups.

Please note that several of these terms aren’t in the actual lesson but are an extension for vocabulary awareness.

1. Divide students into teams of three.
2. Pass out a complete deck of Memory Cards to each team of three students.
3. One student will act as the referee, the other two students will act as competitors.
4. Give an Estate Planning Vocabulary List 2.7.2.E1 to the designated referee.
5. The referee will set up the table for the game by placing each of the cards with the decorative side up and the term or definition side down.
6. Have one student begin the game by picking up a card and then selecting another card to make a match.

*Since this is likely the first time students will be exposed to the terms associated with Estate Planning, it will be important that the referee is watching and interacting with the game and the participants by confirming if a “match” of a term and a definition is correctly made by a competitor.

7. If a “match” is confirmed, then that competitor wins the pair and continues selecting cards until they have lost a round by not matching two cards.
8. Play moves on to another competitor when the current participant fails to make a match.
9. The winner of the game is declared after all cards on the table have been paired correctly and pairs tallied. The competitor with the highest number of paired cards wins the Remember When, Memory Game.

**ANTICIPATORY SET OPTIONS**

There are two anticipatory set options provided for this lesson.

1. Option 2: News Headline
2. Option 3: Think-Pair-Share

**Option 1: News Headline Activity**

Approximate time: 15 minutes

Materials to prepare:
- Estate article from the headlines per small group
  - Reference External Resources above

To help students make connections to the topic of Estate Planning and its importance, find a current news article about a well-known person who is making news headlines for reasons related to their Estate (it might be a will that is being challenged, an estate that is suing for royalties, etc.).

For more in depth instructions visit the News Headline Active Learning Tool 3.0.54.

1. Divide students into small groups.
2. Give each group a relevant news article to read and discuss.
3. Encourage students to mark text and underline words they want to learn more about.
4. Invite groups to summarize their article for the rest of the class. Areas to have
students highlight could include:
   a. Who were the stakeholders in the article?
   b. What caused the estate to be in the news?
   c. What could the stakeholders in the article have done to avoid their situation?
   d. What vocabulary terms were in the article that are related to financial literacy?

### Option 2: Think-Pair-Share

**Approximate time:** 15 minutes  
**Materials to prepare:**
- “The 25 Documents You Need Before You Die" Wall Street Journal article  
- Reference External Resources above

1. Ask students to first **THINK** what papers might be needed to convey last wishes to others.
3. Assign silent reading of the article, which details how to organize end-of-life documents and why they are important.
4. **PAIR** students with a partner and task them with discussing their thoughts about this subject (Estate Planning) and how they answered the **THINK** part of this activity.
5. **SHARE** and dialogue with the entire class the information presented through the Wall Street Journal article. Possible prompts could include:
   a. Do you know the importance of a will?
   b. What is one thing from this article that you did not know?
   c. What are financial consequences of not keeping a will?
   d. What are your questions about the process of writing an estate?
   e. Were there any documents in the list of “The 25 Documents You Need Before You Die” that you were familiar with or heard of before today?
6. Explain to students that while western cultures shy away from talking about death and dying, they should not be “taboo” subjects, and this lesson can help provide some insights about living out a well-planned life that accounts for your wishes and desires.

### Recommended Facilitation

**PowerPoint Presentation and Note Taking Guide**

**Approximate time:** 45 minutes  
**Materials to prepare:**
- Optional: Pass out one Estate Planning Note Taking Guide 2.7.2.L1 to each participant.

Present the **Estate Planning PowerPoint presentation** 2.7.2.G1.

1. Slide 1: Introduction slide
2. Slide 2: How long will you live?
   a. Ask participants what they believe the average age of an American is
b. Share that as of 2012 the average life expectancy of an American was almost 80 years old.

c. Ask students to share why knowing the average age expectancy is important
   i. To make a plan for a financially healthy future

3. Slide 3: What are you most afraid of?
   a. Ask students what they are most afraid of.
   b. After allowing them to brainstorm with a peer, reveal the 5 worst fears according to LiveScience 2012
   c. Explain that these are scary because our bodies trigger a sense of “dying” and therefore dying could be assumed to be the largest fear
   d. Ask why if the root of all things “scary” is dying, why we don’t talk about the process of death and how to prepare for it
   e. Important to begin to establish a comfort level for you and your students to discuss the topic of death and dying by reminding everyone we all face the same fate at some point in our lives.
   f. Reinforce to participants that it’s normal to feel a little uncomfortable about this subject at first, but that learning about the process may help ease the unknown for many individuals and set the foundation for helping to understand the value of Estate Planning to achieving high well-being.
   g. The point of talking about snakes, claustrophobia, car wrecks, etc. is that the underlying fear of all of these is death.

4. Slide 4: Estate Planning as a Gift
   a. It can provide a complete plan of what someone would like to happen.
   b. It can provide a path to follow for someone who cannot speak or make decisions for themselves in the unlikely event of illness, injury or incapacitation.
   c. It provides well-being for survivors

5. Slide 5: Positive Outcomes of Estate Planning
   a. Walk students through the four positive outcomes of Estate Planning presented on this slide:
      i. Provide for loved ones after you are gone
      ii. Opportunity to strengthen family relationships by providing a path to follow to carry out one’s wishes after they pass away.
      iii. Reduce time, effort and dollar costs incurred by survivors.
      iv. Leave a legacy with gifts to others.

6. Slide 6: Trade-Offs
   a. Ask students to answer how trade-offs are related to estate plans
   b. Allow time for sharing and discussion

7. Slide 7: Estate Planning for Teens
   a. Teenagers younger than age 18 cannot create a legal estate plan for themselves in most states.
   b. Letters are not legal documents but they do provide an outline for loved ones.

8. Slide 8: Estate Letter
   a. A conversation with a guardian is a great place for a teen to start in thinking of an estate plan.
   b. Writing a letter has a longer presence than a conversation and a teen
can write responses to the following questions:
   i. Who do I want making care decisions for me when I can’t make them myself?
   ii. If I am injured, what do I want to have happen for my care?
   iii. What do I want people to know if something happens to me?
   iv. What do I want done with my belongings?
   c. Allow participants time to think of what their responses to these questions are.

9. Slide 9: Typical Questions
   a. Guardianship is established with a legal document called a will
   b. Typical questions teens have when discussing the possible loss of a guardian
      i. Who would take care of me if my parent couldn’t?
      ii. Would there be money for someone to take care of me?
      iii. Would my siblings and I be together or would we split up?
      iv. Do you have a will in which a guardian is named for me or will it be up to the courts?

10. Slide 10: Who Can Help with Estate Planning?
    a. Mention that not only is estate planning difficult to talk about it is also very complex and therefore utilizing licensed professionals is a valuable use of resources

    a. Walk students through three experts who have extensive schooling and licensed credentials in their respective fields who are often asked to help individuals plan their estate. These include:
       i. Attorneys - who are often called upon to help an individual write and record a will, letter of instruction, power of attorney, set up a trust, etc.
       ii. Accountants – who are often licensed and trained to know important laws regarding taxes for Estate Planning purposes.
       iii. Certified Financial Planners – who also have licensure credentials that will require them to be familiar with the life cycle of financial planning and are trained to guide individuals in planning to take advantage of long-term investment plans, an understanding of diversification and its importance to a well-planned Estate.

**Optional:** Play the Remember When, Memory Game using the *Memory Cards Deck* 1 2.7.2.H1 per team of 3.

12. Slide 12: Terms to know
    a. Explain that although trusted professionals are ideal in working with an estate, it is still imperative to be a savvy consumer and understand the financial language.
    b. Explain to students that the language used in estate planning is unique and therefore understanding frequent vocabulary is helpful. This slide demonstrates additional terms in estate planning
       i. Living Will
       ii. Executor
iii. Decedent  
iv. Beneficiary  
v. Testator  
vi. Fiduciary  

13. Slide 13: Estate Planning as a gift  
a. If and when estate planning is completed well it truly leaves loves ones in a positive position. Often the final gift a person wants to leave is emotional and financial well-being for those that one cannot be with.

14. Slide 14: Final Step is estate planning  
a. Mention that a well-rounded financial plan includes giving in the form of an estate  
b. Opportunity costs that are made throughout life are often to benefit others upon death

15. Slide 15: What would you like to give  
a. Conclude this facilitation by asking students what they hope to give others upon leaving loved ones.

CONCLUSION OPTIONS  
There are three conclusion options provided for this lesson.  
1. Option 1: Stay Hungry  
2. Option 2: Review Game: Remember When, Memory Cards  
3. Option 3: Guest Speaker  

**Option 1: Stay Hungry**  
Approximate time: 25 minutes  
Materials to prepare:  
- Stay Hungry 2.7.2.A1  
- Steve Jobs’ Clip  
  - *Reference External Resources above*  

1. In an effort to reinforce positive attitudes about the topic of death and dying and reaffirm the importance of estate planning, students will:  
a. View the video clip of Steve Jobs’ Stanford University Commencement Address from 2005. *The link provided by Stanford University is the entire speech*  
  i. If preferred students can read the prepared text of Steve Jobs’ speech  
b. Write a brief summary of the three messages (short stories) that Steve Jobs shares. The three topics addressed are:  
  i. Connecting the Dots (Find what you love and then do it)  
  ii. Love and Loss  
  iii. Death (and how he handled devastating news) – “your time is limited, so don’t waste it”.  
2. Finally, ask your students what Jobs meant when he said “Stay hungry, stay foolish”.
### Option 2: Remember When, Memory Cards

**Approximate time:** 25 minutes  
**Materials to prepare:**  
- *Memory Cards Deck 1 2.7.2.H1* per team of 3

1. Have participants play the Remember When, Memory Game from the Vocabulary Activity using terms and definitions in this lesson.  
2. If students completed this at the beginning of the lesson, have teams use a different deck of cards for this Conclusion.

### Option 3: Guest Speaker

**Approximate time:** 40 minutes  
**Materials to prepare:**  
- *Guest Speaker Active Learning Tool 3.0.22*

1. Now is an optimal time to seek out experts on this subject and invite them into your classroom as guest speakers. The *Guest Speaker Active Learning Tool 3.0.22* has tools for students to prepare, engage and reflect when listening to guest speakers. Some experts you may wish to invite include Attorneys, Accountants, or a Certified Financial Planners. In addition, you may want to consider asking the local Clerk of Court or a local Judge of the Orphans’ Court to visit your classroom to convey another perspective of Estate Planning.

### Assessment Options

There are three assessment options provided for this lesson.  
1. Option 1: Dottie’s Gift  
2. Option 2: Reinforcement Worksheet  
3. Option 3: Active Learning Tool

### Option 1: Dottie’s Gift

**Approximate time:** 20-25 minutes  
**Materials to prepare:**  
- 1 *Dottie’s Gift Rubric 2.7.2.B1* per participant  
- 1 *Dottie’s Gift Scenario 2.7.2.E2* per participant

1. Share with students the *Dottie’s Gift Rubric 2.7.2.B1*  
2. Have students write a letter from the standpoint of Dottie in the *Dottie’s Gift Scenario 2.7.2.E2.*  
   a. The letter should be addressed to her estate administrator and answer the following questions:  
      i. Who do I want making care decisions for me when I can’t make them myself?  
      ii. If I am injured, what do I want to have happen in terms of my care?  
      iii. What do I want people to know if something happens to me?  
      iv. What do I want done with my belongings?
## Option 2: Reinforcement Worksheet

**Approximate time:** 20 minutes  
**Materials to prepare:**  
- 1 *Estate Planning* 2.7.2.A2 per participant

1. Complete the *Estate Planning* 2.7.2.A2 reinforcement worksheet.

## Option 3: Movie Active Learning Tool

**Approximate time:** Varies on Movie Choice  
**Materials to prepare:**  
- See specific Active Learning Tool

Take Charge Today has several movie Active Learning Tools to reinforce vocabulary and concepts of estate planning. These movies include:

- *Mr. Deeds* 3.0.44  
- *From Prada to Nada* 3.0.45  
- *The Ultimate Gift* 3.0.47
## Estate Planning Vocabulary List

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Asset</td>
<td>A useful or valuable thing, person, or quality</td>
</tr>
<tr>
<td>2 Beneficiary</td>
<td>A person or institution who derives benefits from the creation of a trust, proceeds of an insurance policy, bond, or retirement fund when the owner dies. There can be one or more beneficiaries</td>
</tr>
<tr>
<td>3 Charity</td>
<td>A non-profit organization</td>
</tr>
<tr>
<td>4 Decedent</td>
<td>The person who died</td>
</tr>
<tr>
<td>5 Estate</td>
<td>The real and personal property that a person owns</td>
</tr>
<tr>
<td>6 Estate Planning</td>
<td>Provides a clear plan for what should happen upon the death of an individual</td>
</tr>
<tr>
<td>7 Executor</td>
<td>A person or institution named in a will to carry out the settlement of an estate. This person or institution pays the debts, manages the property and later distributes it according to the provisions of the will. Also known as a Personal Representative</td>
</tr>
<tr>
<td>8 Fiduciary</td>
<td>Someone entrusted with managing an estate; includes executor, guardian, conservator and trustee</td>
</tr>
<tr>
<td>9 Gift</td>
<td>A lifetime transfer of property without receiving payment</td>
</tr>
<tr>
<td>10 Guardianship</td>
<td>Established by a legal document called a will</td>
</tr>
<tr>
<td>11 Guardian</td>
<td>A person legally charged with the duty of taking care of another who, because of age intellect, or health, is incapable of managing his or her own affairs.</td>
</tr>
<tr>
<td>12 Letter of Last Instruction</td>
<td>A signed letter that provides a detailed inventory of assets and liabilities, describes personal preferences about transfers of many odd pieces of personal property, and contains funeral and burial instructions</td>
</tr>
<tr>
<td>13 Liability</td>
<td>Any money that a person owes others</td>
</tr>
<tr>
<td>14 Living Will</td>
<td>A legal document that expresses a person’s wishes regarding prolonging his or her life by artificial, extraordinary, or heroic measures when death is inevitable</td>
</tr>
<tr>
<td>15 Opportunity cost</td>
<td>The value of the next best alternative that must be forgone as a result of a decision</td>
</tr>
<tr>
<td>16 Personal Property</td>
<td>Property owned by the deceased individually, such as a car, jewelry, stocks</td>
</tr>
<tr>
<td>17 Testator</td>
<td>A man or woman who makes a will</td>
</tr>
<tr>
<td>18 Time Utility</td>
<td>Concept that refers to satisfaction received from time given up</td>
</tr>
<tr>
<td>19 Trade-off</td>
<td>Giving up one thing for another</td>
</tr>
<tr>
<td>20 Value</td>
<td>A fundamental belief or practice about what is desirable, worthwhile, and important to an individual</td>
</tr>
<tr>
<td>21 Will</td>
<td>A written document representing the instructions of the deceased for the distribution of the estate</td>
</tr>
</tbody>
</table>
Estate Planning Note Taking Guide

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Estate planning as a form of giving

Define estate planning:

Other than death when is an estate plan useful?

What are four positive outcomes of estate planning?

1
2
3
4
Estate planning is an integral part of financial planning

Why is a written letter preferred over a conversation, when working with wills?

What are four things to share in a letter of last instruction?

Define guardianship:

Financial Statements
Earning
Savings & Investing
Insurance Planning & Risk Management
Giving

How does estate planning relate to “Your Present Self Impacts Future Self?”
Stay Hungry

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Name ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Date ____________________________</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>Class ____________________________</td>
</tr>
</tbody>
</table>

Directions: While watching Steve Jobs Commencement Address at Stanford University reflect on the following short stories. While writing your responses, be sure to include:

- How the short story relates to financial planning (2 points each story)
- The significance of well-being in relationship to the short story (2 points each story)
- How the short story relates to you (2 points each story)
- One piece of advice that will stick with you from the short story (2 points each story)

Connecting the Dots

Love and Loss
Your Time is Limited, So Don’t Waste it.
# Grandma Dottie’s Gift Rubric

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Name ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Date ____________________________</td>
</tr>
<tr>
<td>Percentage</td>
<td>Class ___________________________</td>
</tr>
</tbody>
</table>

**Directions:** Take on the role of Dottie and write a letter to her family per estate administrator that includes Ruby’s Wishes. Include answers to the following questions for Dottie:
- Who do I want making care decisions for me when I can’t make them myself?
- If I am injured, what do I want to have happen for my care?
- What do I want people to know if something happens to me?
- What do I want done with my belongings?

<table>
<thead>
<tr>
<th>Content:</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>No Performance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>All four questions are addressed</td>
<td>12-9</td>
<td>8-5</td>
<td>4-1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>One additional gift is shared in the letter from Ruby to her loved ones</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answers come from the Ruby’s Gift Scenario and are thoughtful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Skills:</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>No Performance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentences are fluent and effective</td>
<td>6-5</td>
<td>4-3</td>
<td>2-1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Very few errors in mechanics, punctuation and word choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter includes an introduction, body, and conclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effectiveness of Presentation:</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>No Performance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly prepared</td>
<td>6-5</td>
<td>4-3</td>
<td>2-1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Easily read and neatly assembled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum of one-page, double-spaced with 12 font and 1-inch margins.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Total Points Available 24</th>
<th>Percentage</th>
</tr>
</thead>
</table>
Grandma Dottie’s Gift Scenario

Ruby’s grandmother, Dottie, was over 90 years old and had lived a good life. She married her high school sweetheart; they remained married for over fifty years, and raised three children. Dottie was a science teacher at the local high school for thirty-five years. Ruby and Grandma Dottie’s favorite thing to do together was to make waffles nearly every Saturday morning. The waffle maker had an unusual shape; the waffles looked like flowers.

Grandma Dottie had a plan long before she became ill in her last years. Grandma Dottie wrote a will, telling Ruby’s father that Ruby would get the waffle maker after Grandma Dottie passed away. Grandma Dottie had also been saving money to help fund Ruby’s dream of attending culinary school. Grandma Dottie wrote a letter while she was in her 80’s that Ruby received after her grandmother passed away. In the letter, Grandma Dottie said how much she loved Ruby, and that Ruby should make waffles every Saturday and think of the good times they had. Grandma Dottie also told Ruby that Ruby should go to culinary school using the money she would receive as a gift from the estate. Ruby was sad for a long time, but she knew that Grandma Dottie had left her two gifts to make her life better: the waffle iron, which was a symbol of wonderful childhood memories of her grandmother, and the money for culinary school, which would make Ruby’s life better.

Grandma Dottie had finalized her financial plan by participating in a process called estate planning. An estate consists of everything that has a dollar value that someone owns and would leave behind upon death. This includes houses, cars, businesses, bank accounts, insurance policies, retirement accounts, and investments. It can include even the things that don’t have a high dollar value, but remind people of someone they love, such as the waffle iron.

Estate planning is the process of having written documents to tell people what to do with the assets of the estate after someone dies. In Grandma Dottie’s case, Grandma Dottie asked Ruby’s father, Richard, to be the executor. Richard helped Grandma Dottie create a written document, called a will, that stated who would receive the assets of Grandma Dottie’s estate. The will was actually written by a lawyer that Grandma Dottie hired. Grandma Dottie signed the will in front of witnesses who could say that Grandma Dottie was of sound mind, and that no one was forcing her to sign the will. Having this will in place gave Grandma Dottie peace of mind because she knew her estate was in order, and that it was fair to all the people she loved.

Grandma Dottie had a house, a car, a small piece of land, a savings account, and some stocks. She had many items in her house that did not have monetary value, but family members had sentimental attachments. Richard, as the estate administrator, sold the house, the car, and the land. He took the money out of the savings account and he sold the stocks. With this money, he paid all of the last debts that Grandma Dottie had. Then, Richard divided the money among the family members, as Grandma Dottie had written in the will. He established a savings account for each of the two grandchildren. He put $50,000 into each savings account, with instructions that Ruby and her cousin only use the money for school. The rest of the money was divided equally between Richard and his two siblings.
The small things in the house that had meaning to family members were given to them, according to the plan Grandma Dottie had written at the end of the will. Ruby’s cousin loved Grandma Dottie’s kitchen table, so that went to her. No one fought and everyone was grateful for such a clear plan.

Although Ruby didn’t know this, Grandma Dottie had also prepared one other document in writing. This document stated Grandma Dottie’s wishes for her final days. Grandma Dottie knew that medicine couldn’t save her for long at age 94, so she stated in writing that she did not want to be revived if she went into a coma. She said she only wanted to be treated for pain, but that extraordinary lifesaving measures should not be used. Grandma Dottie appointed Richard, her son and Ruby’s dad, to act in her best interest if she couldn’t speak or think clearly. Richard could make decisions about Grandma Dottie’s affairs, her resuscitation issues, and her pain medication.

Richard was also in charge of Grandma Dottie’s body after she died; she wanted to be cremated and buried in a small plot at the local cemetery. She had even purchased a small plot of land, and had a marker made with her name and the year of her birth; the family only needed to add the year of death.

Grandma Dottie even went so far as to plan her own small memorial service for her family and friends. She left some money for the family to have the service, order some good food; she told Richard, in writing, what songs and poems she wanted at the service. She knew her family would be very sad and not in the mood for a festive event, but Grandma Dottie wanted the event to be a celebration of her life, rather than sadness at her death; she stated this in writing.

Grandma Dottie had given her family her final gift: A well-planned estate. She also left her family clear instructions about how to care for her at the end of life and immediately after death. No one would have to make hard decisions, and no one would question what Grandma Dottie wanted. Grandma Dottie expressed her love and concern for her family in a fair way. No one questioned Richard’s motives in being the estate administrator, because Richard had instructions in writing, and everyone knew what the directions were and that Richard had followed them.
Estate Planning

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Name ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Date ____________________</td>
</tr>
<tr>
<td>Percentage</td>
<td>Class ____________________</td>
</tr>
</tbody>
</table>

Directions: Match the following estate planning terms with the correct definition.

1. ____ Provides a clear plan for what should happen upon the death of an individual
   A. Guardianship
   B. Asset
   C. Will
   D. Estate Plan

2. ____ Something of value that is owned

3. ____ A written document representing the instructions of the deceased for the distribution of the estate

4. ____ Established by a legal document called a will

Directions: Answer the following questions using complete sentences.

5. What can a teen do to become prepare an estate for themselves? Identify at least two possibilities. (2 points)

6. Who are two types of licensed professionals you could work with to prepare an estate? (2 points)

7. What are three benefits to survivors when a person has a well-planned estate established? (3 points)

8. How can estate planning be seen as a gift? (1 point)
Estate Planning

Advanced Level

Estate Planning as a Form of Giving

One part of healthy giving is to provide a clear and complete plan for what should happen upon death. A gift that a person can give to survivors is a thorough and clear estate plan. **Estate planning** involves providing a clear and complete plan for what should happen upon the death of an individual and is based on an individual’s **values**. It can also include planning care for someone who is incapacitated and unable to give direction to medical care before death, the later is referred to as a **living will**.

Good estate planning can provide many positive life situations for survivors and dependents including:

- Monetary assets gifted
- Precious personal possessions shared
- Organization which saves time utility
- Letters of love to dependents

Good estate planning is a gift that goes to future generations, it is a direct result of **trade-offs** made throughout life. An estate plan can strengthen family relationships, leave a legacy of care and good will, and reduce the frustration, worry, time utility and monetary cost incurred by survivors who struggle to settle an estate.

Death impacts people at all ages. Therefore, it is important to learn about estate planning.

Estate Planning for You

Are you younger than age 18? Is so, you cannot create a legal estate plan in most states. However, regardless of age, you can let your parents and other significant adults know what you want. The best way to begin this process is to start a conversation, possibly followed by a letter. The letter would not be a legal document, but it would offer family members a way to follow your wishes. **A letter of last instruction** would be preferred as a means of communication because writing has a longer lasting presence and would have more weight in a conflict. Further, spoken words can be forgotten or remembered incorrectly whereas a written letter would express the thoughts in more permanent and clear manner.

A letter written by a minor is not a legal document in most states.
Estate Planning of Others

The Issue of Guardianship

Teenagers who are under age 18 are affected greatly by estate planning. One of the most pressing matters when someone dies or is unable to care for a child is the issue of guardianship. Guardianship is established by a legal document called a will. If a will is not present or does not name a guardian for a child, the court system must appoint a guardian. A well-planned estate has a will and the guardians named. Further, some financial resources are often directed toward the care of underage children in estate plans. Poor or non-existent estate plans would leave the issue of guardianship to the courts, if no provision is made for a flow of money for child care, it is left up to the court to appoint an appropriate guardian. If no guardian can be identified who can afford the time and money to care for the child, the child could be placed in the foster care system.

Pertinent questions to ask guardians:

- Who would take care of me if you couldn’t?
- Would there be money for someone to take care of me?
- Would my siblings and I be together or would we be split up?
- Is a guardian named for me or will it be up to the courts?

The Issue of the Handling of the Significant Adult’s Estate

What will happen with the assets, money and property, of the significant adult upon death? If there is a will, the named executor should be well known to all stakeholders. The executor is known as the person who will make sure the contents of the will are known and acted upon.

It is beneficial in financial planning for all stakeholders to understand the intention of a will. For example, if a parent decides that money will not be distributed to a dependent until the age of 30, the dependent may need to make alternative plans for post-secondary education. Many adults want to leave money and property to charities, other relatives, or friends. This might seem to a dependent an indication of a lack of love for the teen, whereas the adult sees it as a way to express care for a larger group of people. Understanding the motives of giving and avoiding misunderstandings can result in a much more emotionally stable grieving process.
2.7.2.F1

Death and dying is a topic avoided by people in western cultures. However, it does happen to everyone and knowing how this event might be managed with care, love, and justice is a responsibility for each living human. Turning discussion into the idea that estate planning is a final act of love can sometimes put a new and more positive twist on the concept.

Estate planning is the final act in creating financial well-being for self and for others. Establishing ideas about wise and thorough estate planning early can go far.

How does estate planning relate to “Your Present Self Impacts Your Future Self”? 