Video Guide: Next Generation Videos

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Next Generation Videos

The Next Generation videos are presented as subject-specific segments to provide flexibility to educators. Each video runs approximately 2 to 3 minutes in length. Three of the five videos describe real-life scenarios as told from the perspectives of young people who experienced them. The other two videos are in an interview-style format in which high school students answered questions about risk and financial planning.

- Risk and Insurance—Talking About Risk
- Life Insurance—Hattie: Life Goes On
- Health Insurance—Hattie: Overcoming Obstacles
- Disability Insurance—Kylie: Planning for the Unexpected
- Financial Planning—Talking About Money

The real-life stories of young people presented in these videos illustrate the relevance of insurance protection, and will help your students understand how insurance could impact their own lives.

Additional videos have also been added to the Next Generation website for you to review and use to supplement the lessons.

Before You Start

Take the time to review the videos to help you determine the most effective way to present them to your class (e.g., use them as conversation starters before you delve into a lesson plan, show them after you’ve introduced a particular topic, use the video to help students understand real-world applications of insurance, etc.). Make a few notes on the key points in each of the video segments that you think will stimulate a good class discussion.

Showing the Segments

Use each segment to introduce a specific module or to reinforce the lessons students are learning. For example, if you want to conduct lessons on life insurance, then show Hattie: Life Goes On to discuss Hattie’s story using the knowledge they now have about life insurance. Or show only the segment that ties in with your subject area.

Question Keys and Discussion Points by Segment

Risk and Insurance—Talking About Risk

Almost everything you do in life involves a certain amount of risk—from walking across a busy intersection to learning to drive. And there are often precautions you can take to lessen the risk of something bad happening, such as looking both ways before crossing or wearing a seatbelt. While you can’t protect against all risks, you have the ability to protect against the financial consequences of certain risks by purchasing insurance, such as auto, health, disability or life, which then transfers some of the financial burden of risk to an insurance company.

Before showing:

Ask the following questions and write them for your students to see before the video is shown. You want students to have these questions in their minds as they watch the video to get them looking for and thinking about the answers.

- What does risk mean to you?
- How can you plan for risk?
- What precautions could you take to mitigate or lessen a certain risk? (Wearing a helmet when skateboarding, biking or skiing for example)
- What happens if you don’t prepare for risk?
- How does risk relate to insurance?

After showing:

- What are some common risks people take?
- How has your concept of risk changed after seeing this video?
- What types of insurance do you think can help transfer the financial risk of getting sick, injured, or perhaps even dying? (Health insurance, disability insurance, life insurance)
- Which kinds of insurance might be useful to you right now? (Auto insurance if they are driving; health insurance)
- Which types of insurance do you think might be useful to you in the future? (Disability insurance when they start earning an income they depend on; life insurance when they have someone that depends on them financially)
Life Insurance—**Hattie: Life Goes On**
Hattie’s father died from a brain tumor when she was only 3. The life insurance benefit he left provided stability for Hattie’s family. It allowed her mother the flexibility to be at home, and they were able to stay in their house and the neighborhood they loved. Life insurance can cover a lot more than just the cost of a funeral and other final expenses. It can provide an ongoing stream of income for a family, as well as help fund future needs like college or retirement.

**Before showing:**
Ask the following questions and write them for your students to see before the video is shown. You want students to have these questions in their minds as they watch the video to get them looking for and thinking about the answers.

- Do you know anyone whose parent has died?
- How did it impact the person emotionally?
- How did it impact the family financially?
- Were they able to continue to live as they did before, or were they forced to make drastic lifestyle changes?
- Do you know how life insurance works and what it pays for?

**After showing:**

- How do you think Hattie’s life would be different today if her father hadn’t had life insurance?
- Life insurance clearly provided financial support, but what else did it give Hattie and her family? (Peace of mind, stability)
- Ideally, when do you think life insurance should be purchased? (As soon as someone depends on you financially. That could include a spouse, child, sibling, parent, domestic partner.)
- How is life insurance different from health or disability insurance? (Health insurance pays medical expenses; disability provides replacement income if you’re unable to work; life insurance provides your surviving family members with money to live on after you die.)

Health Insurance—**Hattie: Overcoming Obstacles**
As a child, Hattie was diagnosed with a hereditary muscular disorder, which required leg braces and ongoing medical care. Then as a teenager, she was diagnosed with the digestive disorder Crohn’s Disease. The health insurance that her parents had in place ensured that Hattie got the care she needed, when she needed it. It also meant that their family wasn’t steeped in debt to pay for her care. With the rising cost of health care, it can be very difficult for families to pay medical bills if they do not have health insurance.

**Before showing:**
Ask the following questions and write them for your students to see before the video is shown. You want students to have these questions in their minds as they watch the video to get them looking for and thinking about the answers.

- Has anyone in your immediate family or circle of friends ever been faced with serious health challenges?
- How do you think someone with an ongoing health issue who does not have health insurance deals with it? What do you think his or her life is like emotionally and personally?
- Have you used health insurance?
- Do you know how it works?

**After showing:**

- How do you think Hattie’s life would be different if her family hadn’t had health insurance?
- Have you ever gone to the emergency room or been in the hospital for a serious injury/illness? (Or do you know someone who has?)
- What kinds of costs do you think are involved? (The doctor, the room charges, medications or other supplies, any therapy or X-rays, etc., plus doctor visits once you are out of the hospital)
- How much could that cost?

Disability Insurance—**Kylie: Planning for the Unexpected**
Both of Kylie’s parents were active and working, until each suffered a debilitating illness that prevented them from working. Fortunately they had disability insurance, which replaces a portion of someone’s income if they are too sick or injured to work. This made it possible for her family to continue on financially as they were when both parents were working and earning paychecks.

**Before showing:**
Ask the following questions and write them for your students to see before the video is shown. You want students to have these questions in their minds as they watch the video to get them looking for and thinking about the answers.

- What happens if you are working and get injured in, say, a car accident or even playing sports, and you can’t work for several weeks or even months?
- How would you pay your bills?
• Are there other sources of income you might be able to rely on? If so, for how long?
• Do you think the government would provide assistance? (Workers’ compensation only covers accidents or illness that happen at the workplace.)
• Have you heard of disability insurance?
• How is it different from health insurance?

After showing:
• What do you think would have happened to Kylie’s family if her parents hadn’t had disability insurance?
• Who should have disability insurance? (Anyone who works and relies on his or her paycheck.)
• How could it be useful to you when you are working and living on your own?
• How is disability insurance different from health insurance? (Health insurance pays medical expenses; disability insurance provides replacement income.)

Financial Planning—Talking About Money
To have a solid financial future, it’s important to understand the cycle of money. It’s not simply about balancing what you earn with what you spend. Understanding the basics of financial planning early on is key to having a sound financial life now and into the future. These financial basics include the importance of budgeting for expenses, protecting your money, and growing your money over time.

Before showing:
Ask the following questions and write them for your students to see before the video is shown. You want students to have these questions in their minds as they watch the video to get them looking for and thinking about the answers.

• What are some common expenses?
• What happens when you don’t have enough money to meet your expenses?
• What is a budget and why is it important?
• How can people protect their money?
• How can people grow their money, and is there any risk involved in that?
• What is a financial plan?

After showing:
• What kinds of things do you currently budget for? (Car payment, credit card payments, cell phone, food, clothing)
• What do you do if you want or need something but don’t have the money for it? (Create a budget)
• What kinds of financial instruments can you use to grow your money over time so that you have enough for events like for buying a home or being OK financially in retirement? (Investment products like stocks, bonds, and mutual funds can help grow money over time; some retirement products are IRA, Roth IRA, 401(k))
• Is there any risk involved in growing your money? (Investments carry various degrees of risk that may depend on the amount invested and other factors. Higher rate of return increases the risk that you may lose money on an investment)

Key Message of All Reality Segments
Life is unpredictable. People need to recognize that and plan accordingly. Having a smart insurance program won’t guarantee you’ll never face a tragic situation. But it will provide you and your family with financial protection for whatever twists and turns life throws your way.

Students should identify the type of challenges and problems the main character and his or her family faced and how they solved or addressed those problems.

It’s best to pause between each segment to ask and answer questions, if you can:

• What’s the key message you heard?
• What type of insurance was featured?
• What is the main reason for having insurance (or that type of insurance)?
• Can you explain how it works or what it protects? Who could benefit from this type of coverage?
• What might have happened to the main character or his or her family if he or she did not have the right kind of insurance protection?
• Are you familiar with this type of insurance? (Encourage students to talk to their families about their insurance coverage. If students have had personal experiences with insurance, they may want to share their stories. Invite students to share only if they are comfortable and if you deem it appropriate for your group.)
When you complete a module of the program, you can return to the video segment as a review. At this point, students should have a better understanding of how insurance protection works in different situations. You can ask them how the program modules have increased their understanding of the situations depicted in the video.

Life Happens’ YouTube Site

YouTube is a phenomenon that educators can use to their advantage in the classroom. It contains a wealth of interviews, new stories, and other videos on insurance that can provide the basis for important life lessons and classroom discussions.

In fact, Life Happens developed its own YouTube site with videos and materials that you can incorporate into your classroom lessons. To access the site, go to www.youtube.com/lifefoundation.

Life Happens’ YouTube site contains a number of real-life stories and interviews that you can use to supplement the videos and lessons on life and disability insurance. Many of the interviews demonstrate the life-changing impact on families of those who had life insurance and families of those who didn’t.

These videos can help your students see the bigger picture. They may already know or have heard the reasons for having life insurance through classroom lessons. But there is no substitute for hearing someone’s true story.

After previewing the videos, have your students watch several of them and discuss the ultimate outcome of the decision to purchase life insurance or not.

For instance, Coleen Stokes’ story is a true story of a young mom, Summer, who protected her son’s future with life insurance. At 22 years old, Summer was juggling what many young adults do—school and a job. When she found out she was going to be a mom for the first time, she bought life insurance, even though her budget was tight and her mom, Coleen, originally advised against it. That ended up being the most responsible decision she could have made for her son, Nathan, and his future.

Other Options

You may want to allow your students to do some YouTube exploration on insurance through the “Related Videos” and “Search” functions on the site. There are a number of domestic and foreign insurance commercials that use a wide variety of styles to deliver their message.

If you go to YouTube (www.youtube.com) and search “insurance commercials,” you will find commercials from Asia, Europe, and the United States that use sentiment and humor to promote the role of insurance in a sound financial plan.

For example, http://lifehap.pn/UPc6pP shows a very touching, sentimental, and quite long ad for life insurance from Asia.

One way to turn this exploration into a class discussion is to assign individual students or groups of students to explore the life insurance ads on YouTube and select the one they feel has the greatest impact or makes its point about the importance of insurance most effectively. While many commercials are in other languages, most don’t require translation; the visuals speak for themselves. Have students present their commercial, the key messages they feel it delivers, and their reasons for selecting it. Once all commercials and supporting logic have been presented, guide a class discussion about the videos. Ask students how the commercials may have changed their perspective on insurance. Could they relate personally to any of what they saw? Have students vote on their favorite or favorites.