

kids save

INSTRUCTOR GUIDE

Ages 6-8

THANKS TO PROJECT FUNDERS AND PARTNERS:

Arizona Community Foundation
Bank of America
Boeing Employees Fund
City of Tempe
City of Tempe Kid Zone
Comerica Bank

Kyrene Kids Club
Landings Credit Union
Tempe Community Council
Valley of the Sun United Way
Wells Fargo Bank
WP Carey School of Business/ASU

This Instructor Guide and its contents were developed by Arizona Saves, a now defunct nonprofit organization that helped us make family and children's financial education an important part of our work. Our deepest appreciation to their staff and volunteers.

Dear Instructor,

Thank you for choosing to volunteer with Tempe Community Council through the Tempe Financial Stability Initiative program. Our partners in the *Kids Save* financial education classes are two afterschool programs; the City of Tempe's Kid Zone and Kyrene School District's Kids Club.

In your position as a children's financial educator, you are a volunteer in both programs, which means that your information and paperwork will be shared to cut down on the forms you are required to complete.

As a volunteer you have several points of contact to assist you:

Diane Bennett, Program Manager
Tempe Financial Stability Initiative
602.291.2202 (cell)
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Diane Watkins, Project Coordinator
Tempe Financial Stability Initiative
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diane_watkins@tempe.gov

Instructor Introduction

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| <p>Welcome Instructors!</p> | <p>Thank you for volunteering with the Tempe Financial Stability Initiative - <i>Kids Save</i> program. We appreciate your time and dedication as you share valuable information with the children and help them build money management habits that will last a lifetime.</p> |
| <p>Instructor Tips <i>Utilize the Staff!</i></p> | <p>The following are tips that will help you engage the children and encourage participation while keeping the lessons on track.</p> <p>It is required a staff member from the participating partner be present at all times. Please utilize the staff member by setting expectations as to how they can assist, by briefly reviewing the lesson plan with them and actively requesting their participation in the following ways:</p> <ul style="list-style-type: none"> • Taking attendance on the participating partner’s roster and/or the <i>Kids Save</i> Class Roster provided in the supply bin (they know their children and can be a great help). • Ask the staff member to assist with name badges and distribute materials as appropriate. For example, ask them to distribute and collect the Spending Journals, Check Registers and Activity materials. • Get “buy-in” from the staff on the Rules for conduct by asking, “Is there anything else we should include?” (Refer to Lesson 1 for tips on how to establish the Rules.) • Encourage them to participate in discussions! They can provide insight into the kids’ experiences and thought processes by offering examples relevant to the specific group. • They can assist with discipline, if necessary. As noted, they know the children and are aware of the approaches suited to the age group and the individuals. |

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| Encourage Participation | <p>Each child has a different comfort level with participation. The following guidelines can encourage participation while not allowing some to monopolize discussions or ignoring those who are not as vocal:</p> <ul style="list-style-type: none">• The discussion on Class Rules should include the practice of “raising your hand” to answer a question. This will help control the more vocal kids from controlling the discussion.• Rather than asking an “open” question to the group, select a specific child, say their name first, and then ask the question. If they prefer not to answer, select another child.• All kids want to tell their story, but there is just not enough time to hear them all! Use the “thumbs up” or “thumbs down” technique to allow the kids to feel they have had their say. Do this after a question or during an activity.• Encourage participation by distributing the “dollar bills” and affirming the kids are on the right track. Make sure you acknowledge the quiet kids not just the ones who want to answer every question.• A child may earn up to \$5 per week in class dollars. |
| Discipline | <p>In most instances, the children are well behaved. However, if a child is disruptive, consider the following:</p> <ul style="list-style-type: none">• Instructor proximity is a good tool to control behavior. If a child is disruptive, walk closer to them, make eye contact and speak directly to them.• Separate the child from the group and tell him/her they can rejoin the group when they are ready and then allow them to do so without further discussion. (Do not ask them to leave the room.)• Ask the child to return one of their “dollars” to the bank.• If the “TCC Store” causes a distraction to the lesson (which sometimes happens the second or third week) consider NOT displaying the store items until the end of the lesson. |

LESSON PLAN

Saving for a Goal & Tracking Expenses

LESSON 1 (AGES 6-8)

Saving for a Goal & Tracking Expenses

LESSON 1

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| <p>Welcome & Introductions</p> <p>Suggested Time: 5 Minutes</p> <p><i>Discussion</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Name Badges <input type="checkbox"/> Class Roster <input type="checkbox"/> Tape <input type="checkbox"/> Markers <input type="checkbox"/> Construction Paper | <p>SAY: Welcome! We're very glad you came to class today!</p> <ul style="list-style-type: none"> ▪ Ensure all students are wearing name badges. ▪ Introduce yourself and your co-teacher (if applicable). <p><i>(Ms. or Mr., followed by your first name, is acceptable; however, if you'd like to be addressed as Ms. Smith, etc., please include this in your introduction.)</i></p> <p>ASK: Will each student please share your first name and grade level?</p> <p><i>(This activity can be time-consuming, so ask your staff member to assist with the Class Roster and name badges.)</i></p> <p><i>(As the students introduce themselves, mark them as attending on the Class Roster. Add them to the roster when necessary as attendance is needed for issuing graduation certificates. Return it to the Class Instructor Guide once completed.)</i></p> <p>ASK: What are some basic class rules we should follow?</p> <p><i>(e.g., raise your hand to answer questions, sit still, listen when others are talking, ask questions, participate in activities, don't leave the classroom, be respectful of the facility, etc.)</i></p> <p>Option: Some of the schools use the following acronym for "rules." Write R, U, L, E, and S in a column on a sheet of paper to start the discussion. Continue the discussion until there is consensus of the Class Rules.</p> <p style="padding-left: 40px;"> R = Respect others and equipment U = Use good manners L = Listen and follow directions E = Everyone cleans up S = Stop, silent on signal </p> <p>Tip: You can have a student record the Class Rules on a piece of construction paper found in the class tub and then tape it somewhere visible. Keep it in the tub and use it for the next two weeks.</p> |
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| <p>Class Overview</p> <p><i>Discussion</i></p> | <p>ASK: Who likes money? Why? Is it “fun” to have and spend money?</p> <p>SAY: In this class we will be learning about money, ways to get it, keep it, and spend it. This is called, “money management.” Here is a quick overview of our class.</p> <p>Class Overview</p> <ul style="list-style-type: none"> ▪ Class Purpose: Being responsible about money ▪ Time Frame: Class will end at _____ (time) ▪ Class Number: 1 of 3 <p>SAY: We want to help you learn but also have fun at the same time. We encourage you to ask questions. Let’s get started!</p> <p>ASK: How many times have you asked your parents for something, only for them to tell you, “We don’t have the money,” or “We can’t afford that?” Why do you think they would tell you that you can’t have something?</p> <p>SAY: Your parents or guardians have to make a lot of decisions concerning money every day. Many times when they tell you they can’t buy you something it’s not because they are being mean but because they have a budget. A budget is a list of the money you have each month (Income) and what you think you will spend (Expenses). They need to follow this budget in order to be able to provide you with your basic necessities such as a home and food.</p> |
| <p>Introducing the TCC Store & TCC Bank</p> <p>Suggested Time: 5 Minutes</p> <p><i>Discussion</i></p> <ul style="list-style-type: none"> ❑ (50) Dark Green \$1 Bills (everyone gets \$1 for coming) | <p><i>You may distribute a maximum of \$50 per class in incentives – each child may earn up to \$5 per class. The \$1 bills are found in the pouch.</i></p> <p>SAY: To help you understand earning and spending, we have the TCC Store and TCC Bank. You have the opportunity to earn (or lose) Class Money each week. This is the Store and I am the Bank.</p> <p>SAY: Class money is earned by participating, answering questions, having great behavior, and for making wise financial choices. However, there is a catch; you might be fined for misbehaving or not making the best financial choices. If you’re fined you must pay money to the TCC Bank.</p> <p>SAY: At the end of each class you can either spend your money on items from the TCC Store or save it by depositing it into the TCC Bank. You can earn up to \$5 per class. Also, remember that only you can spend the money you earn, so your reward reflects your contribution. It cannot be shared or pooled.</p> |

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| <p>What Would You Do With \$50</p> <p>Suggested Time: 5 Minutes</p> <p>Activity</p> <p><input type="checkbox"/> (30) Bright Green \$50 Bills</p> | <p><i>Give each student a \$50 Bill found in the pouch.</i></p> <p>ASK: If you could go out and spend this \$50 right now, what would you do with it?</p> <p>Options: Have kids raise their hands and call on a few. Use “thumbs up/thumbs down” to see if others agree and/or record the answers on the white board.</p> <p>Pair off and have each kid tell their partner two things they’d do with \$50.</p> <p><i>Examples of questions to ask: Where would you keep it? How would you spend it? Would you save any?</i></p> <p><i>At the end of the discussion, ask the co-teacher or one of the students to collect all of the \$50 bills and place them back into the pouch (the bills are visual aids only).</i></p> <p>SAY: That was a great discussion on all the ways we would spend \$50! Now we’re going to build on that and talk about making choices with our hard earned money.</p> |
| <p>Situation Cards</p> <p>Suggested Time: 15 Minutes</p> <p>Activity</p> <p><input type="checkbox"/> (8) Situation Cards</p> | <p><i>Have a student pick a Situation Card at random and read it out loud to the class OR Instructor reads the card OR group kids in twos and threes and have them read, discuss and report to the class.</i></p> <p>ASK: What would you do in this situation? Why?</p> <p><i>Ask the rest of the students if they would make the same choice and why. (Tip: You could survey with “thumbs up or down.”)</i></p> <p><i>Reinforce the following topics in their responses:</i></p> <ol style="list-style-type: none"> 1. <i>The importance of planning for expenses</i> 2. <i>Keeping money in safe places (i.e. savings account)</i> 3. <i>Avoid impulse spending</i> 4. <i>Keeping track of spending</i> 5. <i>Consequences of overspending</i> 6. <i>Having a savings plan</i> |

Setting Goals, Tracking Your Spending, & the Importance of Saving

Suggested Time: 10 Minutes

Discussion

Tip: For afterschool programs - have staff give journals to children each afternoon and collect before they go home each day.

ASK: What are some different ways that you can earn or get money?

(e.g., allowance, birthdays, holidays, chores, money from family, sell toys to others, garage sales, etc.)

ASK: How many of you have ever made a birthday or holiday wish list of things you want?

Inquire about what types of things they wrote down and why they chose make a list.

ASK: Who can tell me what a goal is?

Define: A goal is something that you want or need. You usually need to take certain steps in order to meet your goal. One of the most important things to do is to identify your goals clearly. To be really effective, you should put your goals in writing.

ASK: Can anyone share one of their goals with me?

SAY: If you want to reach your goals, it is very important that you identify them and plan for them financially.

SAY: Most of our goals have something to do with money. We need money to buy Wii or XBOX games, for a guitar or Guitar Hero, for new shoes, a car, and to go to college. It's important to write down your goals and plan for them.

ASK: How many of you have written in a diary or in journals?

ASK: Do any of you keep track of how you spend or save any money that is given to you or that you earn?

SAY: When you do this, you are creating a **spending journal**.

SAY: A spending journal helps you see where your money is going and will help prevent you from overspending. It will ensure you keep putting money into a savings account so you can reach your savings goal.

ASK: If you started a spending journal today, what would you list as your savings goals?

ASK: How many of you spend money as soon as you get it?

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| | <p>SAY: Right now, while you're young, it's usually not as important to save money because your parents pay for most of your expenses, but it's a good idea to get into the habit of saving (even if it's only a very small amount of money). Saving money now will help you get into the practice of saving when you grow up, and it will add up to a bigger amount of money over time.</p> <p>ASK: Can anyone tell me why it's important to save money?</p> <p>SAY: Saving is very important for several reasons:</p> <ul style="list-style-type: none">▪ Emergencies - You forgot to lock your bike and someone steals it. Your parents say that it was your fault. If you don't have the money to buy a new one you may have to walk to school.▪ Common expenses - (clothes, DVDs, movies, pizza, etc.) What about being able to buy a present for someone's birthday?▪ Future Purchases - You can dream about owning an XBOX, an iPod, a car, or going to college.▪ Investing - You need money in order to invest; money you don't need for the other expenses we just discussed. <p>ASK: Can you think of any other reasons why you may need to have money saved?</p> |
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Spending Journal Challenge

Suggested Time: 10 Minutes

Activity

- (30) Spending Journals
- Decorating Supplies (markers, crayons, stickers and glue)
- Picture Bag
- Pens

SAY: We're going to create an important tool to help you keep track of where your money is going. It's called a spending journal.

*Give each student a **Spending Journal**. Distribute stickers, markers, glue and pictures from the **Picture Bag**.*

*Show the students the sample **Spending Journal** found in the Lesson 1 section in your Instructor Guide.*

Journal Instructions:

1. Write your name on the front cover of the Spending Journal.
2. Write down your savings goal on the inside.
3. Your challenge this week is to track your spending in your journal. Every time you spend money, or your parents spend money on you, write it down.

SAY: This will help you save money by making you aware of where you're spending your money. Now here's the **Challenge:** When you return with your Spending Journal next week we challenge you to do the following:

1. Attach or draw a picture of your savings goal on the first page of your Spending Journal.
2. Use your Spending Journal between now and next class to track your purchases every day.

SAY: There is a reward for doing your Spending Journal challenge. You will earn:

- \$1 for returning with your Spending Journal next week (or keeping track of your spending if the journal is not taken home).
- \$1 if you attach or draw a picture of one savings goal to the goals page

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| <p>Deposit Slips and Check Registers</p> <p>Suggested Time: 5 Minutes</p> <p>Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Deposit Slip/Check Register Handout <input type="checkbox"/> Pens <p>Tip: <i>Children “copy” very well. Hold up a completed check register and show the fields they will complete in Steps 1-6.</i></p> | <p>Give a Deposit Slip/Check Register <i>handout</i> to each student. (We will only use the Check Register in the Age 6-8 class.)</p> <p>ASK: What does it mean to deposit money into the bank?</p> <p>SAY: Most banks require you to use a deposit slip similar to the ones in your <i>handout</i>. A deposit slip lists all coin, cash and checks being deposited and allows the bank to verify the amount of your deposit.</p> <p>SAY: In this class we will use the Check Register to record the money you earn and how much you spend each week in class.</p> <ol style="list-style-type: none"> 1. Find the Date column on the Check Register and fill in today’s date. 2. Find the Description column and write “Income.” 3. Count the number of dollars you earned today and write the number in the Balance column. 4. On the next line write “Spent” in the Description column. 5. In a few minutes we will go the TCC Store. If you buy something from the store you will write the amount you spent in the Payment column. 6. To find out how much you saved this week, subtract the amount you spent today from the amount in the Balance column on the line above. This is your balance in the TCC Bank after the first week. <p><i>Collect the \$1 bills from the students and return them to the pouch.</i></p> |
| <p>Class Review</p> <p>Discussion</p> | <p>SAY: Before you decide to spend or save your money, let’s review some topics we learned in this lesson:</p> <ul style="list-style-type: none"> ▪ Safe places to keep money ▪ The importance of saving ▪ Setting goals ▪ Planning for expenses ▪ Recording expenses on a journal |

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| <p>TCC Store Suggested Time: 15 Minutes</p> <p>Activity</p> | <p>Have the students go to the TCC Store in groups of two or three. Ask them whether they have decided to save their money in their account, or if they would like to purchase something from the TCC Store. An instructor staff member will update their Check Register.</p> <ul style="list-style-type: none"> ▪ If they buy something: Deduct the amount of the purchase and record it in their check register. Keep the Deposit Slip/Check Register handout in your Instructor Guide for next week. ▪ If they save: Add \$1 to the total amount in their check register and keep the Deposit Slip/Check Register handout in your Instructor Guide. Next week’s session will include a discussion on the “Interest” they earn because they saved money. |
| <p>If time permits...</p> <p>“Saving Money is Smart” Coloring Book</p> <p>Activity</p> <ul style="list-style-type: none"> ❑ “Saving Money is Smart” Coloring Books | <p><i>If time permits, use one of the financial coloring books and discuss the terms and their definitions.</i></p> <p><i>Encourage the children to continue tracking their expenses and to bring their spending journals back next week.</i></p> <p><i>Encourage a “savings” mentality for the week.</i></p> |
| <p>Dismissal</p> <p>Tip: Let children earn interest if they save any amount of money.</p> | <p>SAY: We learned a lot about tracking and saving our money. I can’t wait to see you again next week!</p> <p><i>In Family Financial Education, children should not be allowed to leave the class or be dismissed until the adult class has ended. The site coordinator will let the kids’ instructors know when the class is finished. Lead the children to the main adult room at the end of class. Remind the parents & students to compare notes about what they’ve learned!</i></p> <p>Make sure the completed Class Roster and the Deposit Slip/Check Register handouts are returned to your Instructor Guide. Pack up the TCC Store and help pick up. Thank you for your dedication and time!</p> |

LESSON ACTIVITY HANDOUTS & PROPS

Saving for a Goal & Tracking Expenses

LESSON 1
(AGES 6-8)

kids save

WORKSHOP ATTENDANCE



TEMPE
Community
Council

Workshop Location _____

Dates _____

Instructors _____

| | First Name | Last Name | Age/ Grade | Class 1 | Class 2 | Class 3 |
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LESSON 1 - ACTIVITY



My Spending Journal



LESSON 1-3 ACTIVITY PROP

Kids Save - \$1 Bills (Printed in Dark Green Paper)



LESSON 1 - ACTIVITY PROP

Kids Save - \$50 Bills (Printed on Bright Green Paper)



LESSON 1 - ACTIVITY PROP

Situation Cards

Situation #1

You get a \$100 reward for finding a lost puppy. You could either deposit some or all of the \$100 into a savings account, or you could spend it. What do you do?

Situation #2

There is a new video game that you would like to buy. Your parents say you must earn the money yourself to buy the game. Name three ways you can earn money/save in order to accomplish this.

Situation #3

You have been given money to buy a brand new pair of shoes and school clothes. The shoes that are cool right now take up most of your money leaving you with only enough for one outfit. Would you still buy the shoes? How would you spend the money?

Situation #4

You go to the mall after school on Monday and spend all of your allowance at the movie theater. Now you don't have enough money for school lunches for the rest of the week. How would you solve this problem?

Situation #5

You like to spend your \$10 allowance on candy and purchasing downloads each week, but you have been dying for a new skateboard that costs \$50. What will you do? Save for the skateboard or never get it?

Situation #6

Describe a time when you bought something that was important to you. How did you decide exactly what to buy and where to buy it?

Situation #7

You have \$30 in your wallet. You are at a store where you see one item that you really want for \$40 and another item for \$25 that you only kind of want. What do you do?

Situation #8


You put your allowance money in your pocket. That evening, you discover that the money is missing. You have lost your allowance. What can you do to make sure this doesn't happen again?

DEPOSIT SLIPS & CHECK REGISTER




Name _____


Week 1

| | | | | | | | |
|---|-------|-------------------------|--|--|--|--|--|
| KIDS SAVE 12345 ANYWHERE STREET TEMPE, AZ 85282 | | DEPOSIT TICKET | | | | | |
| DATE _____ 20 _____ | _____ | CASH | | | | | |
| SIGNATURE IF RECEIVING CASH BACK | | CHECK _____ | | | | | |
|  TEMPE Community Council | | CHECK _____ | | | | | |
| TCC Bank 34 E. 7th Street Tempe, AZ 85281 www.tempecommunitycouncil.org | | SUB TOTAL | | | | | |
| : 123456789: ⑆ 000000541 ⑆ | | LESS CASH | | | | | |
| | | TOTAL DEPOSIT \$ | | | | | |

Week 2

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|---|-------|-------------------------|--|--|--|--|--|
| KIDS SAVE 12345 ANYWHERE STREET TEMPE, AZ 85282 | | DEPOSIT TICKET | | | | | |
| DATE _____ 20 _____ | _____ | CASH | | | | | |
| SIGNATURE IF RECEIVING CASH BACK | | CHECK _____ | | | | | |
|  TEMPE Community Council | | CHECK _____ | | | | | |
| TCC Bank 34 E. 7th Street Tempe, AZ 85281 www.tempecommunitycouncil.org | | SUB TOTAL | | | | | |
| : 123456789: ⑆ 000000541 ⑆ | | LESS CASH | | | | | |
| | | TOTAL DEPOSIT \$ | | | | | |

Week 3

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|---|-------|-------------------------|--|--|--|--|--|
| KIDS SAVE 12345 ANYWHERE STREET TEMPE, AZ 85282 | | DEPOSIT TICKET | | | | | |
| DATE _____ 20 _____ | _____ | CASH | | | | | |
| SIGNATURE IF RECEIVING CASH BACK | | CHECK _____ | | | | | |
|  TEMPE Community Council | | CHECK _____ | | | | | |
| TCC Bank 34 E. 7th Street Tempe, AZ 85281 www.tempecommunitycouncil.org | | SUB TOTAL | | | | | |
| : 123456789: ⑆ 000000541 ⑆ | | LESS CASH | | | | | |
| | | TOTAL DEPOSIT \$ | | | | | |

CHECK REGISTER

| Check # | Date | Transaction Description | Payment | | Deposit | | Balance | |
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LESSON PLAN

Financial Institutions & Wants vs. Needs

LESSON 2
(AGES 6-8)

Financial Institutions & Wants vs. Needs

LESSON 2

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| <p>Welcome & Introductions</p> <p>Suggested Time: 5 Minutes</p> <p><i>Discussion</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Name Badges <input type="checkbox"/> Class Roster <input type="checkbox"/> Tape | <p>SAY: Welcome! We're very glad you came to class today!</p> <ul style="list-style-type: none"> ▪ Ensure all students are wearing name badges. ▪ Introduce yourself and your co-teacher (if applicable). ▪ Take attendance using the Class Roster and record the names, as well as the ages for anyone new. ▪ Tape your Class Rules somewhere visible and review. |
| <p>Class Overview</p> <p><i>Discussion</i></p> | <p>Class Overview</p> <ul style="list-style-type: none"> ▪ Class Purpose: Wants vs. Needs ▪ Time Frame: Class will end at _____ (time). ▪ Class Number: 2 of 3 <p>SAY: We want to help you learn but also have fun at the same time. Remember that you can earn class money by participating and following the class rules!</p> |

Review Lesson 1

Suggested Time: 5 Minutes

Discussion

Remind the students of the **Deposit Slip/Check Register** handout they completed in Lesson 1. Tell them if they saved their money last week, they earned \$1 interest. **Interest** is the money the bank pays YOU to keep your money.

Note: If students did not take their Spending Journals home, jump to the general questions below.

SAY: Let's review what we learned last week.

Provide a brief overview of last week's class on spending and saving by asking the questions below about the following:

- Safe places to keep money
- Importance of saving money
- Setting goals
- Planning for expenses

ASK: How can we keep our money safe?
Why should we save money?
Why do we set goals, especially about money?
What is a budget?
What is interest?
Who kept track of their expenses this past week?

ASK: Who brought their **Spending Journal** back?

Take some time to review the spending habits of the students who returned with their spending journals.

Reward each student who completed the following portions of the challenge:

- \$1 for returning the journal completed
- \$1 if they provided a picture of a savings goal

Spending Journal Challenge Continued

Suggested Time: 15 Minutes

Activity

- Spending Journals (from last week)
- Spending Journal Calculations Handout
- Pens
- Calculator

Give each student a **Spending Journal Calculations** handout and a pen.

ASK: What did you spend money on over the last week?

Write the responses on the white board or flip chart. Include the cost of each item.

ASK: Did anyone decide against any purchases based on their savings goals and what they learned from the first class?

Tip: *If a student answers "Yes," use their example to encourage the habit of saving. Calculate how much they can save a week, month, and year if they continue to exhibit smart spending habits.*

Example: Let's pretend you bought a soda from the vending machine every day. Let's see how much money you would have if you decided to save that money instead of spending it on soda.

- You spent **\$1.00** on **7** sodas last week:
\$1.00 x 7 days = \$7.00 Last week spent on sodas.
- If you spent **\$7.00** a week for a month:
\$7.00 x 4 weeks = \$28.00 spent in a month on sodas.
- If you spent **\$7.00** a week for a year on sodas:
\$7.00 x 52 weeks = \$364.00 a year spent on sodas!

SAY: Wow! If you had put \$1.00 into your savings account every time you wanted to buy a soda last year, you would have saved \$364.00!

Give the students time to do the calculations in their Spending Journals. Convert the daily expenses into weekly, monthly, and yearly amounts to show them how much they can save over time.

Calculate one or two of the examples from their Spending Journals on the white board.

ASK: What are some things you could have bought if you had saved your money instead?

ASK: Are there any questions before we begin Lesson 2?

SAY: Today we will be learning about:

- Banks and the services they provide
- Different ways to earn money
- The difference between wants and needs

Financial Institutions

Suggested Time: 5 Minutes

Discussion

SAY: There are two types of financial institutions, which are referred to as **banks** and **credit unions**. They serve many functions. One is to protect your money from being stolen or lost as we talked about in class last week, but they also:

- Provide checking and savings accounts
- Loan money
- Help you make investments

A bank or credit union holds your money and you can use it when you need it. They also provide other financial services as loans for cars or homes and saving or investment options such as Certificates of Deposit (CDs).

ASK: Can anyone tell me what a **checking account** is?

ASK: When you pay for something with a check, where does the money come from?

Define: Checking accounts are accounts where customers deposit their money. Once the funds are in the checking account, customers can write checks to withdraw their money as needed.

SAY: There are two major benefits for using checks to pay bills. Can you think of what they might be?

1. A check creates a paper trail. It serves as a record of your payment or donation.
2. Checks are safer to send through the mail than cash.

ASK: Who can tell me about a **Debit Card**? And how does it differ from a **Credit Card**?

SAY: A **debit card** allows you to use money from your checking account without writing a check. You can use a debit card to make a purchase or use it at an ATM to get cash. When you use a debit card, the amount of a purchase is deducted from your checking account immediately.

When you use a **credit card**, you agree to pay for your purchase over time and you also pay **interest** for the use of the money.

ASK: Who can tell me another way you can make a payment (other than a check or debit card)?

SAY: Most banks and credit unions have “online banking” to transfer money electronically from your account to pay a bill.

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| | <p>SAY: You must be at least 18 years old in order to open a checking account by yourself. If you are not 18 yet, you can open a savings or checking account with a parent or guardian.</p> |
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Check Writing Activity

Suggested Time: 10 Minutes

Activity

- (30) Checks (blank)
- How to Write a Check Handouts
- Pens

Note: Kids are very good “copiers.” Use the large laminated check from the bin to illustrate how to write a check.

Give each student a **How to Write a Check handout** and a **Blank Check**.

SAY: Checks have the name, address, and phone number of the account holder printed on them. This makes it easier for the store to call the person who wrote the check if there are any problems with it. If a person writes a check for more money than they have in their bank account the check will be returned for insufficient funds. These are also called “bad” or “bounced” checks.

SAY: The check number is printed in the upper right corner. The numbers below it tell you:

1. The bank you are using.
2. The Federal Reserve routing number, which is used to identify the financial institution as payments are transferred from one account to another. It is printed in magnetic ink for electronic posting.

SAY: Checks should always be completed in ink. Let’s write a check:

1. On the **Date** line, write in today’s date.
2. On the **Pay to the Order of** line, write the name or company of the person you are giving money to.
3. On the **Amount (\$)** line, write (in numbers) the amount of money you are giving.
4. On the blank line, write the same amount in words this time. Use a fraction for cents, and draw a line crossing out any extra space.
5. Sign your name on the line in the bottom right corner.
6. The **For** line is for your own personal use. It allows you to write what you are paying for. It is often used to note an account number when paying bills.

SAY: When the bank sends you checks you will also receive a **check register**. Do you remember how last week after making our deposit we recorded the amount into our check registers? Can anyone tell me why we did that?

Define: A check register provides a way of keeping track of your deposits, bank charges, and checks that you have written. Remember, it is very important for you to keep accurate records of anything that changes the balance of your checking or savings account.

ASK: What do you think can happen if you don’t keep accurate records of what you purchase or deposit into your checking or savings account?

Island Wants vs. Needs

Suggested Time: 15 Minutes

Activity

- Island Poster Board
- Post-it Notes
- Pens

SAY: Next, we are going to talk about things we want versus things we need. Before we do let's go on a little field trip.

Take the Island Poster Board out of the class tub.

SAY: Let's pretend we are going to visit a deserted island for one whole week.

SAY: I am going to give each of you three Post-It notes. Write one thing that you would want to bring to the island on each note. When you are finished, stick the note anywhere on the island poster.

ASK: Can anyone tell me the difference between a want and a need?

Wants - are things that we *would like to have* but aren't necessary for survival.
(e.g., toys, CD's, video games)

Needs - are things that we *must have* for survival.
(e.g., food, water, and clothes)

ASK: What is more important to pay for first? Wants or needs?

SAY: Sometimes wants and needs overlap. For example, cake is food but it's also just a want. You need food, but that doesn't mean that you need a happy meal from McDonald's in order to survive.

SAY: Let's look at our Post-it notes and decide which items are needs and which are wants.

Remove all items that are not needs, but do not discount the value of their wants.

Pictures Wants vs. Needs

Suggested Time: 15 Minutes

Activity

- Laminated Wants vs. Needs Example
- (4) Picture Bags
- Construction Paper
- Markers
- Glue

SAY: Let's look at some more wants and needs.

*Choose a few pictures from the **Picture Bag** found in the class tub. Hold up the pictures and get the students to identify whether or not the picture is that of a need or a want.*

Inquire as to why the decision was made. Ask the other children if they would make the same decision and why or why not?

SAY: Now, we are all going to make our own needs vs. wants poster!

Distribute pictures, construction paper, markers, and glue to each student.

Show the students a laminated example of the activity.

SAY: You need to have a total of five items glued to your project. At least three of the pictures should be needs.

Once the students have completed their tables, discuss their choices.

ASK: Is it okay to have **wants**? What do you have to give up so you may have a **want**?

SAY: Adults are forced to make these kinds of decisions every time they want to buy something. People make choices because they have a limited income and cannot have everything they want. A first step toward reaching your financial goals is to identify your wants and needs and rank them in order of importance. You have all just accomplished this!

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| <p>If time permits...</p> <p>Ways to Earn Money</p> <p><i>Discussion</i></p> | <p>ASK: What is your “full time job” right now?</p> <p><i>Guide them towards answering: being a student/going to school.</i></p> <p>SAY: It is not required that you work at this time because you are young. There will come a day when you will need to work and earn a living.</p> <p>SAY: It is beneficial to get work experience and start earning money at an early age because it will help you gain valuable experience working with different people, teach you to manage your money, provide you with money to spend, and of course, give you money to save.</p> <p>ASK: Can you name some jobs that you can do or different ways you can earn money as a young person? (<i>i.e. chores, holiday or birthday money, etc.</i>)</p> <p>ASK: How many of you have earned money by doing some of these jobs?</p> <p>ASK: What did you do with the money that you earned?</p> <p>SAY: One very important thing to remember is that you should always get your parents’ permission before taking on a job, and you should make sure that your school work always comes first!</p> |
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| <p>Deposit Slips and Check Registers</p> <p>Suggested Time: 5 Minutes</p> <p>Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Deposit Slip/Check Register Handout (from last week) <input type="checkbox"/> Pens | <p><i>Distribute the students' Deposit Slip/Check Register handout if not returned to them at the beginning of class.</i></p> <p>SAY: We are going to deposit the class money that you earned today into your TCC Bank account.</p> <p>SAY: Let's take some time to update the Check Register on your handout:</p> <ol style="list-style-type: none"> 1. Fill in today's Date. 2. Write "Money Earned Today" in the Description column. 3. Add up all the money you earned today and write the total amount in the Deposit column. 4. Add the deposit you are making right now to the amount in the Balance column. <p><i>Collect the \$1 bills from the students and return them to the pouch.</i></p> |
| <p>Class Review</p> <p>Discussion</p> | <p>SAY: Before you decide to spend your money now or save it for next week, let's review the topics we covered in this lesson:</p> <ul style="list-style-type: none"> ▪ Tracking your spending ▪ Setting financial goals ▪ Writing a check ▪ Wants vs. needs <p>SAY: Don't forget the Spending Journal challenge. Remember you get money for attaching or drawing a picture of a savings goal and for filing out what you spend this week.</p> |
| <p>TCC Store</p> <p>Suggested Time: 15 Minutes</p> <p>Activity</p> <p>Note: While a few kids visit the store, the remainder may participate further in discussion above OR help clean up.</p> | <p><i>Have the students go to the TCC Store in groups of two or three. Ask them whether they have decided to save their money in their account, or if they would like to purchase something from the TCC Store. An instructor or staff member will update their Check Register.</i></p> <ul style="list-style-type: none"> ▪ If they buy something: Deduct the amount of the purchase and record it in their Check Register. Keep the Deposit Slip/Check Register handout in your Instructor Guide for next week. ▪ If they save: Add \$1 to the total amount in their Check Register secretly and keep the Deposit Slip/Check Register handout in your Instructor Guide. Next week's session will include a discussion on the interest they earned because they saved money. |

Dismissal

SAY: We learned a lot about financial institutions and wants vs. needs in this class! I can't wait to see you again next week!

In Family Financial Education, children should not be allowed to leave the class or be dismissed until the adult class has ended. The site coordinator will let the kids' instructors know when the class is finished. Lead the children to the main adult room at the end of class. Remind the parents and students to compare notes about what they've learned!

*Make sure the completed **Class Roster** and the **Deposit Slip/Check Register** handouts are returned to your Instructor Guide. Pack up the **TCC Store** and help pick up. Thank you for your dedication and time!*

LESSON ACTIVITY HANDOUTS & PROPS

Financial Institutions & Wants vs. Needs

LESSON 2
(AGES 6-8)

SPENDING JOURNAL CALCUATIONS




Name _____ For week of _____

| Day/Date | Item Purchased | Cost of Item | Convert: Calculate item cost over time | | |
|----------|----------------|--------------|--|----------------------------|----------------------------|
| | | | Cost per Week (x 7) | Cost per Month (wk x 4) | Cost per Year (wk x 52) |
| Mon. 5/1 | Soda | \$.75 | \$5.25 | \$21.00 | \$273.00 |
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HOW TO WRITE A CHECK




1. Write today's date.
2. Write the name of the person or company receiving the check on the line that starts with "Pay to the Order of" or "Payable to."
3. Write the numerical dollar amount of the check in the box that starts with a dollar (\$) sign. (Example: \$25.63)
4. Write the dollar amount in words beginning at the far left of the line ending with "Dollars." Record the cents as a fraction over 100 (63/100); when there are no cents use "00/100 or No/100." If there is space left after writing the amount in words, fill the remaining space with a line.
(Example: Twenty-five and 63/100 _____ DOLLARS)
5. Sign on the signature line.
6. Log the check number, date, payee and amount in the check register (which is often found at the front of your checkbook).
7. Subtract the amount of the check in your register so that you will know how much money you have left in your account.

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| KIDS SAVE 12345 ANYWHERE STREET TEMPE, AZ 85282 | 1234 |
| _____ DATE | |
| PAY TO THE ORDER OF _____ | \$ _____ |
| _____ DOLLARS | |
|  TEMPE Community Council | TCC Bank 34 E. 7th Street Tempe, AZ 85281 www.tempecommunitycouncil.org |
| FOR _____ | |
| Ⓜ 123456789 Ⓜ 000000541 Ⓜ 1234 Ⓜ | |

LESSON 2 - ACTIVITY



Blank Check Handout

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| KIDS SAVE 12345 ANYWHERE STREET TEMPE, AZ 85282 | 1234 |
| PAY TO THE ORDER OF _____ | DATE _____ |
| \$ _____ | _____ DOLLARS |
|  TEMPE Community Council | TCC Bank 34 E. 7th Street Tempe, AZ 85281 www.tempecommunitycouncil.org |
| FOR _____ | |
| ⑆ 123456789⑆ 0000054⑆ 1234 ⑆ | |

LESSON 2 - ACTIVITY

Island Poster Sample (Wants vs. Needs)





WANTS VS. NEEDS

| Wants | Needs |
|-------|-------|
| | |

LESSON 2 - ACTIVITY

Spending Journal / Wants vs. Needs Pictures



LESSON PLAN

Payment Methods & Money Management

LESSON 3
(AGES 6-8)

Payment Methods & Money Management

LESSON 3

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| <p>Welcome & Introductions</p> <p>Suggested Time: 5 Minutes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name Badges <input type="checkbox"/> Class Roster <input type="checkbox"/> Tape | <p>SAY: Welcome! We're very glad you came to class today!</p> <ul style="list-style-type: none"> ▪ Ensure all students are wearing name badges. ▪ Introduce yourself and your co-teacher. ▪ Take attendance using the Class Roster and record the names, as well as the ages for anyone new. ▪ Tape your Class Rules somewhere visible and review. |
| <p>Class Overview</p> <p><i>Discussion</i></p> | <p>Class Overview</p> <ul style="list-style-type: none"> ▪ Class Purpose: Money management ▪ Time Frame: Class will end at _____ (time) ▪ Class Number: 3 of 3 <p>SAY: We want to help you learn but also have fun at the same time. Remember that you can earn Class Money by participating and following the Class Rules!</p> <p><i>Return the Deposit Slip/Check Register handout that the students completed in Lessons 1 & 2. If they put money in savings last week, reward them with \$1 interest!</i></p> |
| <p>Review Lesson 1 & 2</p> <p>Suggested Time: 5 Minutes</p> <p><i>Discussion</i></p> | <p><i>Remind the students of the Deposit Slip/Check Register handout they completed in Lessons 1 & 2. Tell them if they saved their money last week, they earned \$1 interest. Interest is the money the bank pays you to keep your money.</i></p> <p>Note: <i>If students did not take their Spending Journals home, jump to the general questions on the next page.</i></p> <p>SAY: Let's review what we learned the last two weeks.</p> <p>ASK: Can anyone tell me what you remember about the first two classes?</p> <p><i>Provide a brief overview of the first two weeks:</i></p> <ul style="list-style-type: none"> ▪ <i>The importance of saving</i> ▪ <i>Setting goals</i> ▪ <i>Tracking expenses</i> ▪ <i>Wants vs. needs</i> ▪ <i>Financial institutions</i> |

Spending Journal Challenge Continued

Suggested Time: 5 Minutes

Activity

- ❑ Spending Journals
(from Lessons 1 & 2)

ASK: Who brought back their **Spending Journal**?

ASK: Has anyone noticed changes in their spending habits since using the journal for the past two weeks?

Have the students compare how much they spent during the week with each other.

Reward each student who completed the following portions of the challenge:

- \$1 for returning the journal completed
- \$1 if they provided a picture of a savings goal

ASK: Who will continue to keep a spending journal after this class?

SAY: A spending journal is the best way to track your money and prevent you from spending it all.

ASK: Do you have any questions before we move on to Lesson 3?

Payment Methods

Suggested Time: 10 Minutes

Discussion

- ASK:** What are some different ways that someone can pay for something? (*i.e. cash, check, debit card, credit cards, loans, etc.*)
- SAY:** Cash, checks and debit cards are different from credit cards and loans. Cash, checks and debit cards are money you have right now. Credit cards and loans usually cost more than using cash because there is an extra cost you pay, which is called **interest**.
- SAY:** Buying something with a credit card generally means you purchase it now, and promise to pay for it later, usually by a specific date. When you buy something with a credit card you are really **borrowing money from a business or a bank**.
- SAY:** Remember, whatever you buy with a credit card you will end up paying more money for than if you paid for it with cash or a check because you have to pay interest for the borrowed money.
- ASK:** Have you ever borrowed money from a family member or friend?
- ASK:** Why did you borrow the money? What did you borrow it for?
- ASK:** Were there any strings attached? Did they want anything back from you in addition to the money you borrowed?
- ASK:** Did you have to pay it back within a certain amount of time?
- ASK:** Did you have to pay back extra for using their money?
- ASK:** Does anyone know what a “loan” is?
- Define:** A loan is borrowing money from a person or a bank to buy something that you can’t afford right now.
- ASK:** Can anyone name some things people get loans for? (*e.g., houses, cars, college, etc.*)
- SAY:** Taking out a loan requires responsibility. You must pay a portion of your loan monthly and on time to avoid paying penalties. You also have to pay interest for borrowing the money!
- SAY:** You shouldn’t use loans or credit for smaller items that you can save for. That way you won’t have to pay extra for interest, which makes the real cost of that item higher.



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| | <p>Loans should only be used for more expensive things like cars and homes.</p> |
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Money Management

Suggested Time: 5 Minutes

Discussion

ASK: Can anyone tell me what they think “money management” is?

SAY: Money management has to do with:

- Knowing how much money you have (*i.e. check registers*)
- Knowing how much money you have spent (*i.e. spending journals*)
- Knowing how much money you need for the future (*i.e. savings goals and savings plans*)
- This includes keeping a budget for your income and expenses.

SAY: Someone who has good money management skills keeps accurate records of where their money is spent by using a spending journal. Failure to keep good records can lead to negative consequences.

ASK: What bad things might happen if someone doesn't write their bank balance in their check register? (*e.g., unable to pay rent, buy groceries, pay bounced check fees, etc.*)

SAY: When a person receives their paycheck for the month one of the first things they should do is pay their bills.

ASK: Who can tell me what kinds of bills people have to pay every month? (*e.g., rent, electricity, cell phone, car payment, medical bills, credit cards, food, gas, eating out, television, etc.*)

The Game of Spending Choices

Suggested Time: 10 Minutes

Activity

- (30) The Game of Spending Choices Laminated Boards
- (30) Bean Bags (20 beans per student)

SAY: We're all going to play **The Game Of Spending Choices**. This game is all about making choices and managing your money.

*Give each student a **Game of Spending Choices** laminated playing card and count out **20 beans** for each student.*

SAY: Now, each one of you have been issued income in the form of beans. You only have 20 beans to place on your game card. You must distribute your income amongst the categories on the game card.

Briefly review the categories with the students.

The rules are:

- Each item in a category "costs" a specific number of beans.
- Place the appropriate number of beans on the line item you choose in each category.
- Every category must have at least one bean, but you may choose to spend your beans on more than one item in a category.
- Each bean is worth \$1 - you must spend all your beans.

SAY: It is up to you to choose how you will spend your beans.

Give the students a couple of minutes to spend their beans.

ASK: Has everyone spent their 20 beans?

SAY: Now that everyone is just about finished, let's look at our different spending choices. There are no correct or incorrect choices; however, some may be poor financial choices.

The Game of Spending Choices

Suggested Time: 5 Minutes

Discussion

ASK: Who would like to tell me how you spent your beans (*name a specific category*) and why you spent them like that?

Ask a different child to review each category. Use “thumbs up/ thumbs down” to control the length of the discussions.

ASK: How many of you included savings into your budget?

ASK: Who thinks they made good financial choices? Does anyone think they made poor financial choices?

ASK: What was easy about choosing between options? What was difficult about choosing between options?

SAY: Now, I have to give you some sad news ... Something tragic has just happened. You’ve lost your job and have been forced to accept a new one that pays less. You’ll have to re-evaluate your expenses. Each of you has lost 5 beans of income. Decide what you must give up. Where will you cut the 5 beans?

ASK: What changes did you have to make once you lost 5 beans?

Compare their decisions. How similar or different were their choices?

ASK: What was most difficult about losing 5 beans?

ASK: Did anyone reduce the amount of beans in the savings category?

ASK: After playing this game, does anyone think they will change their spending habits now? How and why?

SAY: Alright, that was our last activity! Congratulations on completing the classes!

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| <p>Deposit Slips and Check Registers Suggested Time: 5 Minutes</p> <p>Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Deposit Slip/Check Register Handouts (from Lessons 1 & 2) <input type="checkbox"/> Pens | <p><i>Distribute the students' Deposit Slip/Check Register if not returned to them at the beginning of class.</i></p> <p>SAY: Now we are going to make our final deposit into your TCC Bank account.</p> <p>SAY: Let's take some time to update the Check Register so you know how much money you have to spend:</p> <ol style="list-style-type: none"> 1. Fill in today's Date. 2. Write "Money Earned Today" in the Description column. 3. Add up all the money you earned today and write the total amount in the Deposit column. 4. Add the deposit you are making right now to the amount in the Balance column. <p><i>Collect the \$1 bills from the students and return them to the pouch.</i></p> |
| <p>Workshop Review Suggested Time: 5 Minutes</p> <p>Discussion</p> | <p>SAY: Before you spend the rest of the money in your TCC Bank account, let's review what we've learned:</p> <ul style="list-style-type: none"> ▪ <i>The importance of saving</i> ▪ <i>Setting goals</i> ▪ <i>Tracking expenses</i> ▪ <i>Wants vs. needs</i> ▪ <i>Financial institutions</i> ▪ <i>Payment methods</i> ▪ <i>Money management</i> <p>ASK: What else did you learn? What did you enjoy most about the class? Will you use the things you've learned and continue saving?</p> <p><i>Strongly encourage the children to continue working towards saving money, the saving goals, depositing money into their savings account or a safe place, and using their spending journals.</i></p> |
| <p>If time permits...</p> <p>Financial Terms Trivia</p> <p>Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> (16) Sleeved Financial Terms Trivia | <p><i>As a fun ending to the class, if time permits, play Financial Terms Trivia.</i></p> <p><i>Hold up one of the Financial Terms Trivia sleeved words or pictures and have the students define the term. One side has the term or picture, while the other side has the response we are looking for.</i></p> |

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| <p>TCC Store Suggested Time: 10 Minutes</p> <p>Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Deposit Slip/Check Register Handouts | <p>SAY: Now it's time to make your final purchase with the TCC Class Money you earned. Based on the total amount you have in your Check Register, you may buy items from the TCC Store. Since this is the last class, you'll get to spend everything you have saved and everything that you deposited tonight!</p> |
| <p>Graduation</p> <p>Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Graduation Certificates/Bond Packages | <p>GRADUATION CERTIFICATES</p> <p>SAY: Congratulations to all of you for attending class! We hope that you'll continue to use these new skills and reach your financial goals. Continue to talk to your parents, friends, and family about making smart money decisions and achieving your goals.</p> <p><i>Check the Class Roster to see which students attended all three classes. Give certificates to those who completed <u>all three</u> classes.</i></p> |
| <p>Dismissal</p> | <p>SAY: We sure have learned a lot about money. It has been fun getting to know you all!</p> <p><i>In Financial Education Classes, children should not be allowed to leave the class or be dismissed until the adult class has ended. The site coordinator will let the kids' instructors know when the class is finished. Lead the children to the main adult room at the end of class. Remind the parents & students to compare notes about what they've learned!</i></p> <p><i>Make sure the completed Class Roster and your volunteer hours are turned in to Tempe Community Council staff. Pack up the TCC Store and help pick up. Thank you for your dedication and time!</i></p> |

LESSON ACTIVITY HANDOUTS & PROPS

Payment Methods & Money Management

LESSON 3
(AGES 6-8)

LESSON 3 - ACTIVITY

Game of Spending Choices

THE GAME OF SPENDING CHOICES

(You have twenty beans to spend. Each category needs at least one bean.)

School Lunches

- 1 Take a packed lunch from home
- 2 Buy your lunch at school
- 3 Buy your lunch at McDonald's
- 6 Buy your lunch at Panda or Pizza Hut



Donations

- 1 Don't give anything
- 2 Donate your time
- 3 Donate your time & some money
- 5 Donate your money



Clothes

- 1 Wear what you already have
- 3 Buy something from Goodwill
- 4 Buy an outfit from WalMart
- 6 Buy an outfit from the Mall



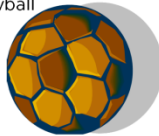
Video Games

- 1 Play the games you already have
- 3 Buy a used video game
- 4 Play a video game at the arcade
- 6 Buy a new game



Sports Equipment

- 1 Play with your current football/volleyball
- 2 Buy used sports equipment
- 3 Buy new sports equipment
- 5 Buy brand name sports equipment



Savings

- 1 Save for a new game
- 3 Save for a new bike
- 4 Save for a car
- 5 Save for college



LESSON 3 - ACTIVITY



Financial Trivia Terms Game (loose sheets in back of Instructor Guide)

- Need** Give four examples of needs.
- Want** Give four examples of wants.
- Earn** What is a way you can earn money?
- Balance** When you check your balance, what are you doing?
- Withdraw** What does it mean to withdraw money?
- Invest** What does it mean to invest?
- Checks** When you write a check, where does the money come from?
- Savings** Give four reasons why it's important to save money.
- Deposit** What does it mean to deposit money into your bank account?
- Budget** What does it mean to budget your money?
- Purchase** Name four ways to purchase something.

LESSON 3 - GRADUATION

Certificate of Achievement



FINANCIAL STABILITY INITIATIVE EDUCATION PROGRAM

certificate of achievement



_____ is a
Financial Education Graduate
by satisfactorily completing a three-week financial education workshop series
learning about:

- ✦ Writing down savings goals
- ✦ Tracking spending
- ✦ Earning income
- ✦ Saving money for future goals
- ✦ Wants versus needs
- ✦ Keeping money safe
- ✦ The importance of having a bank or credit union account

_____ Instructor

_____ Date Completed