INTRODUCTION

Congratulations! You are about to make a lasting impact on your students’ financial futures.

Financial literacy can be a challenging topic to teach. Some of the content can seem dry and some of the content is technical in nature. In addition, discussing personal money matters can be difficult because of a variety of psychological, emotional and cultural issues that may come into play where money is concerned. Therefore, this guide has been designed to help you engage students in a variety of ways: self-assessment, self-reflection, small group activities, small group discussion, homework assignments and lecture.

Each section of the student workbook provides the same resources to assist students in developing sound money management skills:

- **Financial Cents** – lists the student outcomes for each section
- **Terms to Know** – introduces students to important words featured in the section and defined in the glossary; can be used for vocabulary and spelling quizzes
- **Good Questions** – may be used as reflective questions, conversation starters, group discussion, “interview” questions for family discussion
- **Important Exercises** – provides practical application of concepts
- **So What? Now What?** – offers an opportunity for self reflection and/or action plan; can be turned into a journal assignment
- **Resources** – just the tip of the iceberg for you and your students to gain additional information about a topic

Each section of the teacher guide outlines steps for you to prepare to facilitate that specific section:

- **Teacher Prep** – includes necessary materials, pre-class activities and important considerations to assist you creating an open and respectful dialogue with your students
- **Introduction** – designed to set the stage for your discussion
- **Suggested timeframe** – guidelines provided to help you plan
- **Discussion Starter** – engages students at the start of class
- **Important Exercises** – correct answers are noted whenever possible; for open-ended or subjective questions, possible answers are included in the margin notes.
- **Suggested Homework** – a variety of activities are suggested to reinforce student learning

College In Colorado’s Money 101 website (www.CICMoney101.org) is an essential component of this program. It offers a wealth of information about each topic, which complements the material presented in the student workbook; and provides online activities and useful tools.

Thank you for recognizing the importance of providing every student access to information about personal finance.
TEACHER PREP:

Review this section and create your own time line.

Complete the Important Exercise: Money Mindset, including writing your own money statement.

Review the five Good Questions and determine which ones will be reflective questions, group discussion questions, and/or homework for family discussion.

Review the Psychology of Money course at CICMoney101.org

Consider showing the video explaining the Schachter-Singer Theory of Emotions in class.

Download/print Life Crisis Scoring exercise.

Consider your own money history: What were your financial circumstances growing up? Did you receive an allowance? Are there traditions connected to money, e.g. tooth fairy, money for chores, money for grades, helping family financially...? What money message did you grow up with? Recognizing your relationship with money will help you speak with your students more objectively — because your students may have a very different relationship with money than you did.
Introduction to Psychology of Money

This section sets the tone for the rest of the program. In many families, money is not a topic of discussion between parents and children and as a result, students may be uncomfortable talking about money in the classroom. The discussion of money may initially bring up deep-seated emotions and cultural differences. Establishing a safe environment where differences are respected and perspectives are shared and valued is important. Remember that it is not necessary to make judgments about students’ different values or financial practices. Instead focus on helping students identify their beliefs and feelings about money so that they can determine whether their beliefs and the behaviors are helping them reach their financial and life goals or holding them back. Money 101 uses a cognitive behavioral psychological model, which assumes that we have control over our thoughts, beliefs and behaviors and therefore can change those thoughts, beliefs and behaviors if we choose to do so.

Suggested timeframe

55 minutes
FINANCIAL CENTS:
Upon completing this section you will be able to:
1. Explain the link between self-worth and personal finances
2. Recognize the relationship between stress and personal finances
3. Describe how love, marriage and money interact

Making payments, paying for college, and saving or investing in your future can be difficult. Changing financial habits that may be causing financial difficulties can be even more challenging. Let’s begin with the belief that it IS possible to prevent financial meltdowns and take greater control over your financial life by learning about both the head and heart matters of your finances—how finances work (head) and how you feel about money (heart). Once you discover how to control your feelings, you can also control your money.

One of the first steps in taking control is realizing what is in your control. Your beliefs (thoughts, feelings, opinions, expectations) and your behaviors (spending, saving, investing) are all within your control. We’ve developed this program around the work of the famous psychologist, Dr. Albert Ellis. Dr. Ellis’s theory, cognitive behavioral therapy, says that other people, situations and events aren’t responsible for your mood and behavior—you are.

Here is an example: You feel hopeless (belief) because you are living from paycheck to paycheck (behavior). To compensate, you begin to use your credit card (behavior) because you think (belief) you deserve the good things in life even if your paycheck isn’t big enough to get them. Every one of these beliefs and behaviors are within YOUR control. We’re going to focus on strategies to help you change those things so that you can grab hold of your dreams. Of course, the choice to do so is yours!

GOOD QUESTION:
Are our thoughts and feelings about money really that important in personal finance?
Self-worth and personal finances

Have students find a partner. Explain that each partner will have 7 minutes to interview the other partner to find out the partner’s money history. Suggest that this interview could uncover similarities and differences and that every money history is important and there are no right or wrong, good or bad money histories. Explain that you will act as the timekeeper and will let the students know when it is time to switch so that each partner has the opportunity to be interviewed. When the allotted 14 minutes is up, ask for 3-4 volunteers to share what they discovered.

Pose the Good Question: Is your money history helping you or holding you back? Have students take 5 minutes to reflect on this question and write their response in their workbooks.

Important Exercise: Money Mindset

Directions: Your money mindset is your “core” belief or feeling about money. It is that sound bite that plays over and over in your head—sometimes you don’t even consciously hear it! Your money mindset influences how you behave with money. There are many familiar statements about money. As you read each statement below, indicate how close it is to your mindset or belief about money. Relax—there are no right or wrong answers!

RATING SCALE

1 = Not related at all to my beliefs/feelings about money
2 = Somewhat similar to my beliefs/feelings about money
3 = Very similar to my beliefs/feelings about money

Money doesn’t buy happiness.
A fool loses his/her money quickly.
The more money you make, the more money you spend.
The best things in life are free.
Manage the pennies and the dollars will take care of themselves.
Never spend your money before you have it.
When the going gets tough, the tough go shopping.
Lack of money is no obstacle to me living my life the way that I want.

Now, take a moment to think about your money mindset. Consider your core beliefs and feelings about earning, savings, spending, investment, and credit and write your own money statement(s):

GOOD QUESTION: Is your money history helping you or holding you back?

Part of our money history may include a recurring sound bite—some of us might refer to that sound bite as an adage, a motto, a mantra, a slogan, a phrase, or just a wise saying. For example, did you ever hear anyone say, “Money doesn’t grow on trees!” or “You can’t take it with you?”
The consequences of our beliefs and money mindsets

**Rational versus irrational beliefs**

It’s important to understand that we hold two very different types of beliefs, rational beliefs and irrational beliefs. Rational beliefs are balanced and based on factual evidence. For example, we believe we can drive safely down a road because almost everyone is following traffic laws. Irrational beliefs are unbalanced and based solely on our judgments and opinions. For example, if everyone else is obeying traffic laws, I don’t have to and I will still be safe.

Remember that you have control over your beliefs and thoughts... maybe it’s time to think about changing them. Many times non-productive beliefs are actually irrational. By evaluating your beliefs and making them more realistic and achievable, you can dispute the irrational belief and turn it into a rational belief.

**How do you know if your belief is rational?**

To determine if your belief is rational or irrational, ask yourself five questions:

- Is your belief true?
- Is your belief healthy?
- Is your belief helpful?
- Is your belief realistic?
- Is your belief logical?

If you discover the answer to any of these five questions is “no,” then your belief is irrational. You can choose to change your belief—it may take time and determination, but you are in control.

**Stress and personal finance**

Keep in mind that stress can affect your finances whether it’s something positive, like getting accepted to your dream college, or negative, like the loss of a job or running behind on the bills. Even small stressors can affect our finances.

It’s important to recognize the stressors and deal with them in a rational, organized way so that our response to stress doesn’t cause more stress. Breaking your budget with a new pair of shoes or falling even further behind on the bills is not going to minimize your stress in the long run! The added stress of mismanaging your financial obligations will only make things worse. And, remember, it is in YOUR control to manage both your finances and your thoughts about them. The way you have managed stress in the past doesn’t have to be how you manage it today. If you are dealing with stress, you may find several helpful websites listed in the Resource section.

**Belief statements often include words such as “should,” “always,” “must,” or “never.” In life, few things are absolute. In other words, most things are true sometimes and untrue other times. For example, have your friends ever been upset with you? Probably so, but you work through the problem. So saying that “my friends should always be happy with me” is an irrational belief.**
Money and relationships

Money can play a big role in relationships. It can change friendships, family relationships and love relationships. You have probably heard the advice to not lend money to family members or friends because it can put a strain on a valued relationship. As for love relationships, divorcing couples list disagreements about money as a common theme in failing marriages.

A positive, healthy relationship with money will enable you to develop friendships, family relationships, and even love relationships that are not based on negative feelings and beliefs about financial issues. You will be able to talk about money in a rational manner. In short, a positive relationship with money will ensure that it does not impact your personal relationships in a negative manner.

GOOD QUESTION: How would a positive, healthy relationship with money affect your relationships with friends and family?

LESSONS LEARNED

1. Your money history and your money statement shape your beliefs about money. How you view yourself (self-worth) is directly linked to how you manage your personal finances.
2. An inability to manage personal finances can cause stress—as soon as you start managing your own money, be sure to organize your bills, toss junk mail, post reminders of due dates for payments and stay in control of your finances.
3. Your relationship with money impacts your relationships with people—develop a positive and healthy relationship with your finances.

Let’s face it, taking control over your feelings and behavior is not always easy. We often feel paralyzed to make important changes in our lives because we don’t know what to do or have negative feelings about changing. But you can do it! Taking control over how you earn, spend, save and invest is possible.

So What? Now What?

Ask students to reflect on steps they can take to develop a positive and healthy mindset about money and then have them write those steps/actions in their workbooks.

Suggested Homework

Assign students the four Terms to Know on page 3 of their workbooks; ask them to provide definitions and to use each term appropriately in a complete sentence. Provide a deadline.

PSYCHOLOGY OF MONEY RESOURCES

Cognitive Behavioral Therapy
www.mayoclinic.com

Teens and Stress
http://kidshealth.org/teen

For more great resources, visit CICMoney1.org
INCOME

TEACHER PREP:

- Review this section and create your own timeline.
- Complete the Important Exercise: Understanding a Pay Stub.
- Review the five Good Questions and determine which ones will be reflective questions, group discussion questions, and/or homework for family discussion.
- Download/print Why Salary Differences Exist Note. Complete the activity online so that you know the correct answers.
- If you are following the order of the workbook and assigned the suggested homework from the Psychology of Money section, be prepared to review.
- Consider your own career path: How/when did you decide to pursue a teaching career? Have you continued to enhance your career options by continuing your education? Was income the deciding factor or were there other factors that you took into consideration? Are you enjoying the lifestyle you chose? Why or why not? While you will likely not address all of these topics with your students, understanding your own thoughts about income will help you recognize the personal money history that you are bringing to this topic. Also recognize that some of your students may have their own or their family’s money histories related to income too.
Introduction to Income

This section introduces the concept that there is a direct correlation between income and career choice. The idea that education may play a significant role in determining income is important to address with high school students who may not have made that connection themselves at this point in time. Many students may be working for a paycheck for the first time or may be considering a paying job. They could be unaware of how to decipher their pay stubs or why their paychecks are less than they think they should be. Helping students to understand taxes and company benefits will give them a basis for comparing job offers in the future.

Suggested student pre-work

Assign students the task of researching two jobs/careers they are interested in pursuing and discovering the projected salaries of each using CollegeInColorado.org or the Bureau of Labor and Statistics’ website, www.bis.gov.

Suggested timeframe

55 minutes
INCOME

Wouldn’t it be wonderful to make as much money as you could spend? Well, believe it or not, even people who make millions of dollars sometimes spend more than they make and find themselves in financial trouble.

The key is finding a balance between what you spend and make, then, if necessary, taking steps to improve your income. Your income is directly connected to your career choice, and is often impacted by the amount of education and experience you have achieved.

Money is important, but how much money is an individual perception. Identifying your lifestyle expenses will help you determine what is a reasonable salary for you. For example, if you want to live in a big city, living costs may be higher than if you want to live in a small town. You will want to choose a career where you can easily live within your income.

Good Question:
Besides income, are there other things to consider when choosing a career?

Terms to Know:
- Correlation
- Dividends
- Earned Income
- Gross Pay
- Income
- Net Pay
- Unearned Income
- Worker’s Compensation Insurance

Discussion Starter
To introduce this section, pose the Good Question: What are your career dreams? If you assigned students the pre-work of researching their two career choices, ask them to share what they discovered. If you did not assign the homework, ask students if they have any idea what income their dream job offers and how much education is needed to qualify for their dream job. Ask students to indicate by a show of hands how many of them have completed some kind of assessment of their interests, abilities, values or personality.

Career advisors know that people who match their interests and skills to their career choices are happiest and feel more fulfilled than those who simply take a job for income.

Free assessment tools are available through www.collegeincolorado.org.

Divide students into small groups of 3-5. Pose the Good Question: Besides income, are there other things to consider when choosing a career? Have each group create a list of things they think are important to consider besides money when choosing a career. Allow 7 minutes for groups to create their lists. When time is up, randomly call on groups to provide one item from their lists. Write their ideas on a marker board or flipchart. Repeat until each group’s list has been exhausted. Look for responses such as: Personal interests, natural skills and abilities, personality (extrovert/introvert), goals and rewards, availability, geographic location (rural, urban, coast, inland, north, south, etc.), career path (opportunities for advancement).
Ask students what the correlation is between education and unemployment. [The higher your level of education, the lower your rate of unemployment. Even in a recession, the more highly educated tend to have more employment options or may become successful entrepreneurs if their chosen field shrinks.]

Review the Did You Know? statements.

Factors that influence average incomes

Ask students what factors they think influence average incomes. Distribute Why Salary Differences Exist (http://www.educationcents.org/Course-Catalog/Income/Career,-Education,-and-Skills/Page-4.aspx). Allow 5 minutes for students to complete the exercise. Review the correct answers and answer any questions students may have.

Factors that influence average incomes

The average income earned depends on market demand for the occupation in the city or state, size of the company, cost of living in the location, education, and experience. Generally speaking, if you have skills that few people have and those skills are in high demand, you will be paid more, receive more employer-paid benefits, and enjoy a more expanded choice of jobs. But remember, what’s hot today, may be cold tomorrow! When people learn of a high-demand or high-pay job, they get the training, which lowers the labor market demand. So, the need to upgrade your training and education never stops.

INCOME

To find out which jobs are currently in demand and the projected salaries of each—check out the Occupational Outlook Handbook either in your library or on the Bureau of Labor and Statistics website at www.bls.gov.

Page 8 – High School Workbook – Income
Income terms

Income is many things, depending on what type of income is being discussed. Earned income is total wages or salary and benefits. Your actual income is more than just your wages or salary. You also “earn” benefits from your employer. Some employers pay for part of your health insurance or a small life insurance policy. All employers pay a portion of social security taxes (e.g., FICA and FICA Medicare) for you. The amount that an employee earns is expressed in two different ways. First, there’s gross pay, which is usually the amount that an employee agrees to be paid. It’s the wage or salary before taxes and other deductions. So, the gross pay is not what an employee actually takes home. The amount that the employee takes home is called net pay, which is the income remaining after taxes and any other deductions are subtracted from gross pay.

For example, John just took a new job and agreed to be paid $10 per hour (gross pay). He worked 20 hours the first week and when he got his paycheck he expected to receive $200. He was upset when he received his pay check! John did not realize that taxes and insurance benefit costs were deducted from his gross pay, which resulted in his net pay of $140.

Another type of income is unearned income. Unearned income is income that you don’t work to earn. Gift income could be considered unearned income, so could government assistance or student financial aid. A common type of unearned income is investment income—when you invest your money you may earn interest or profits on the investment’s growth, called dividends. We’ll talk more about investments in the saving and investing section.

**Important Exercise: Income Term Match**

Directions: Read through the income terms in the left hand column. Next read through the definitions listed in the right hand column. Now, match the terms with the correct definitions by drawing a line from the term to the correct definition.

<table>
<thead>
<tr>
<th>INCOME TERM</th>
<th>DEFINITION</th>
</tr>
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<tbody>
<tr>
<td>Earned Income</td>
<td>Total wages or salary before deductions</td>
</tr>
<tr>
<td>Gross Pay or Income</td>
<td>Income you don’t work to earn Total</td>
</tr>
<tr>
<td>Net Pay or Income</td>
<td>Total wages or salary and benefits</td>
</tr>
<tr>
<td>Unearned Income</td>
<td>Total wages or salary after deductions</td>
</tr>
</tbody>
</table>

Taxes

When you look at your paycheck, the total amount you earned isn’t the same as the amount you take home. Some of what you earn goes toward taxes. In the U.S., we pay income taxes on money as we earn it so these taxes are deducted with every paycheck. This money is withheld from your paycheck before you get it.

Taxes provide money for the government to operate and provide services to you and others. Sometimes you may hear this irrational belief regarding taxes, “If I didn’t have to pay taxes, my life would be a lot better!”

**GOOD QUESTION:**
What do you get in return for paying taxes? Have students brainstorm the things taxes pay for. List their responses on the marker board or flipchart. Look for responses such as: The federal government provides military defense, federal judicial systems and prisons, national parks, national highway development and maintenance, airports, postal services, health care support, environmental protection, and other types of support. State governments also rely mainly on individual and corporate income taxes and provide state-supported public colleges, health care, K-12 education, state highways, corrections, human services, and other types of support.
Suggest to students that some people choose to claim more dependents during the year so they can receive a large sum of money when they file their income taxes. Others choose to claim fewer dependents so that they receive a larger paycheck every month and may receive little or no refund. Pose the Good Question: Is it a good idea to have a big tax refund? Initiate a discussion with students, explaining that the people who choose to receive little or no refund prefer to have access to their money instead of letting the government save it for them. Others feel that they cannot save money on their own, so they use the tax refund process as a way of saving for a big ticket item. There is no right or wrong answer to this question—it’s a personal preference.

Benefits – other compensation from your employer

Benefits are important to think about when you are comparing job offers. Remember that the value of the benefits is part of your “Earned Income.” Before accepting a job offer, be sure you fully understand the company’s benefit package and when you will be eligible for the benefits—some companies require that you work a certain number of hours per week or that you are with the company for a defined period before you become eligible for benefits.

Insurance
Your employer may have negotiated with a health insurance company to insure all of the company’s employees for a specific per person rate. A group rate will likely be lower than what you would pay if you had to purchase the health insurance on your own. Additionally, your employer may provide limited disability and life insurance benefits at low or no cost to you. The company or employer must also pay for Worker’s Compensation Insurance to protect you in the event you are injured on the job.

Retirement account contributions
Some employers match your contributions to a retirement account. There are many different types of retirement accounts. While we’ll spend more time explaining retirement accounts in the saving and investing section, the most important thing to consider is that if your employer offers to match any retirement account contributions, be sure to contribute at least the amount that they’ll match. By not contributing that amount, you’re leaving money on the table!
**Time off and other benefits**

Many employers allow their workers some paid time off in the form of holiday pay, vacation, or sick pay. The company pays for the time that you aren’t there producing work so it is an expense for the employer and a benefit to you.

Bus passes, free or reduced meals or tickets to entertainment events are other examples of compensation not on your paycheck. A great benefit that some companies offer is tuition reimbursement, which can help to offset the cost of education expenses.

**Understanding your pay stub**

Your pay stub provides a great deal of information—more than just what your income is!

**IMPORTANT EXERCISE: Understanding a Pay Stub**

Directions: Using the sample pay stub below, identify the items marked in red by writing the letter of the correct terms in the boxes provided.

A. Gross pay for this period
B. Net Pay for this pay period
C. Net Pay for the year to date
D. Insurance benefit deductions for this pay period
E. Taxes paid this pay period
F. Filing Status & Number of Allowances
G. Paid time off benefit accumulated for the year to date

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<td>Holiday</td>
<td>17.31</td>
<td>16</td>
<td>277.66</td>
<td>720.96</td>
</tr>
<tr>
<td>Regular</td>
<td>17.31</td>
<td>64</td>
<td>1,107.84</td>
<td>2,752.72</td>
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<td>Total</td>
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<td>80</td>
<td>1,384.60</td>
<td>3,773.68</td>
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<table>
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<th>Description</th>
<th>Amount</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical</td>
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</tr>
<tr>
<td>Dental</td>
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<td>425.96</td>
</tr>
<tr>
<td>TOTAL</td>
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</table>

<table>
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<th>Bank Account</th>
<th>Deposit Type</th>
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<td>839950</td>
<td>XXXXXXXXXXXX1467</td>
<td>C</td>
<td>987.01</td>
</tr>
</tbody>
</table>

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Ask students to indicate by a show of hands how many of them have received a paycheck. If possible, pair those who have received a paycheck with those who have not. Have students work in pairs to complete the activity. Allow 7 minutes for students to work together to complete this activity. Review the correct answers.
LESSONS LEARNED

1. There is a direct connection between your income and your career choice. Your income is also affected by the level of education you complete, the market demand, size of the company, and cost of living in the location.

2. There are four important income terms: earned income, gross pay or income, net pay or income, and unearned income.

3. Learning which employer benefits are available and how best to access them can impact your income.

4. A pay stub provides a great deal of important information.

So What? Now What?

Have students reflect on steps they can take to identify the career they desire and the education they will need to realize their dream and then have them write those steps/actions in their workbooks.

Suggested Homework

- Assign students the eight Terms to Know (on page 7 of the student workbook); ask them to provide definitions and to use each term appropriately in a complete sentence. Provide a deadline.

- Assign students the task of responding to the Good Question: Have you thought about the lifestyle that you want to achieve and the amount of income you will need to maintain that lifestyle? Have students act as though they are being interviewed and ask them to write their answers to the interview question. Provide a deadline.

INCOME RESOURCES

Career and Education Opportunities
www.collegeincolorado.org

Occupational Information
http://online.onetcenter.org/

For more great resources, Visit CICMoney101.org
TEACHER PREP:

- Review this section and create your own time line.
- Review the five Good Questions and determine which ones will be reflective questions, group discussion questions, and/or homework for family discussion.
- Review the Money Management course at www.educationcents.org.
- Complete the Important Exercise: Needs and Wants Table and the SMART goal statements.
- Create your own current income and expense record (page 17 of the student workbook).
- Download the six master sets of Income and Expense Cards from the Money 101 Groups Facilitator Resources (CICMoney101.org - in the facilitator resources “worksheets & activities” page. You must be an Education Cents Group facilitator to access this content. Applying to become a facilitator is quick, easy and free.)
- Complete the Important Exercise: Knowing the Potential Risk.
- Watch Insurance in Plain English at CICMoney101.org
- Download/print the High School Student Budget Worksheet from Money 101 at CICMoney101.org
- Gather enough calculators for students to use as they create their personal financial plans, or plan to direct students to use the online budget understanding tool at CICMoney101.org
- If you are following the order of the workbook and assigned the suggested homework from the Income section, be prepared to review.
- Consider your own money management skills: Do you have a personal financial plan? If not, what’s standing in your way? What does financial responsibility mean to you? Do you make choices, i.e., brown-bag lunches so you can treat yourself to gourmet coffee? Do you save 10% of your net income monthly? Have you identified your current and potential financial risks? Do you have a budget/spending plan? Do you actively use your budget/spending plan or is it lurking in the back of your head? Understanding your own money management habits will help you to keep the conversation real with your students—there is little or no benefit in “preaching” to your students. Students will benefit from hearing real world stories and your own successes and challenges.
Introduction to Money Management

This section introduces the fundamental concept of personal finance—living within your income. Money management is the key to having enough money for the things you need and want. A financial plan can reduce stress associated with financial worries and can provide opportunities for improving your quality life. Many adults do not know how to create a budget or choose not to and they put their families at financial risk because they are not prepared for emergencies. Providing students with the tools to develop a financial plan, including setting savings goals and budgeting, will help them create a better future for themselves. In addition, many students may be able to share their knowledge with their families and improve their families’ financial behaviors.

Suggested timeframe

Two 55 minute class periods. The first class period covers Discussion Starter through Important Exercise: Needs and Wants Table (Pages 19-22 of the teacher guide). The second class period begins with Developing a Financial Plan, Step 2 (on page 23 of the teacher guide).
Money management can be the key to having money you need for the things you need and want. Money is important to your future and your peace of mind. Having enough money to maintain your lifestyle comfortably can prevent worry and stress about paying bills and having a safe place to live and lead to more opportunity to do what you want to do such as continuing your education. Developing good habits with money can allow you to help your family in times of need and improve quality of life.

Financial responsibility

Financial responsibility is an important skill for any individual. Before loaning you money, the lender—even a family member—will want to know how responsible you are. If you are applying for a job, an employer may look at how savvy you are with your own finances. Your employer may think this is an indicator of how responsible you will be in other matters.

Financial Cents

Upon completing this section you will be able to:

1. Complete a financial responsibility inventory
2. Consider your needs and wants
3. Apply a decision-making process to personal financial choices
4. Discover the 5-step personal financial planning process

TERMS TO KNOW

- Budget
- Consumerism
- Expenses
- Income
- Insurance
- Investing
- Needs
- Risk
- Risk Management
- Saving
- SMART Goal
- Social Comparison
- Wants

Good Question:  
Do you consider yourself to be financially responsible?

Good Question:  
What does financial responsibility mean to you?

Discussion Starter

To introduce this section, pose the Good Question: Do you consider yourself to be financially responsible?

If you are following along with the workbook sections and you assigned students the homework task of considering the lifestyle they want to achieve and the amount of income they will need to maintain that lifestyle (from the Income section), ask for a few volunteers to share their thoughts.

Ask students to indicate by a show of hands how many of them use a budget to manage their money. Ask students to indicate by a show of hands how many of their families create a monthly budget. Explain that money management can be the key to achieving financial goals—developing skills to manage money can go a long way in helping students for the rest of their lives.

Divide students into small groups of 3-5. Pose the Good Question: What does financial responsibility mean to you? Have each group develop a definition/explanation of financial responsibility. Allow 7 minutes for groups to create their definitions. When time is up, randomly call on groups to share their perspectives. Capture their main points on a marker board or flipchart. Repeat until each group has shared their idea. [Look for responses such as: Pay my bills on time, use a budget, save money, live within my income, comparison shop, carry appropriate insurance (car, medical, etc.), pay myself first, use credit as a convenience, have a bank account, balance bank statements, set financial goals.]
Financial Responsibility

Important Exercise: Financial Responsibility
Ask students to complete the exercise with absolute candor. Explain that the first step to managing money is to be honest with oneself and to have a good understanding of your financial strengths and weaknesses. Allow 3-5 minutes for students to complete the activity.

When time is up, ask students to select one action from the Needs Work column (by circling the action) to work on during the next month. If students do not have any actions that need work (really?!), have them select one action from the I’m Good column to concentrate on during the next month.

Ask students if any of them would change their original answer to the Good Question: Do you consider yourself to be financially responsible? now that they have a clearer idea of what financial responsibility includes.

Needs and wants
Ask students to define the terms “needs” and “wants.” [Needs – things we must have to survive; Wants – things we desire for enjoyment or to make life easier in some way.] Pose the Good Question: Do you ever talk yourself into believing that a want is really a need? Encourage a discussion about how easy it can be to tell yourself you really need something when in truth, you simply want the item at the moment.

Loosely speaking, needs are things you must have and wants are things that would be nice to have. We put needs on the top of our financial priorities because needs are necessary for our survival. Wants are a lower priority because they’re not absolutely necessary for survival. However, it’s OK to sometimes spend money on a want, as long as we realize we are choosing to give up something else.

It’s easy to convince ourselves that “wants” are really “needs.” Think about being hungry and needing to eat, but choosing to go out to dinner instead of making dinner at home. We can avoid turning wants into needs through careful money management.

Social influences
Often the “gut check” we use to discriminate between wants and needs fails us. The reason we confuse wants and needs is that often we are told by the media that we “need” certain things to be happy or popular. These “needs” are really not essential for health, happiness, or belongingness. We learn much from modeling what is presented in the media—from doing what we see others do. We compare ourselves to others and spend in the hope of appearing like them. This process is called social comparison.

In the past, people tended to compare themselves to people in their neighborhood or close geography and imitate their behavior. So, people were comparing themselves to others who maintained a similar standard of living as their own.

Now, people of all income levels compare themselves to the unrealistic images presented in the media by celebrities, athletes and other public figures. Sometimes we feel inadequate because we don’t have what people on television and in magazines have. If we feel inadequate, we must NEED something else, right? Wrong!

The financial effects of our new consumerism are clear—a record high number of bankruptcies, record high amount of credit card debt, alarmingly high teenage credit card debt, and low savings rates.
**Decision-making process**

Making financial decisions can be difficult. Financial decisions can cause stress and greatly influence your feelings of self-worth. Besides wiping out your irrational beliefs, choosing accurate money mindsets, and managing your income, you also can organize your financial decisions.

**GOOD QUESTION:**
How can you take control of your financial life and toss off the burden of new consumerism?

For example, Cindy recently graduated from college. She was reminded by the financial aid office that her student loan payments were to begin six months after she graduated, although she could start paying earlier if she wanted. “Oh yeah,” Cindy thought, “that college loan I borrowed four years ago. How am I going to pay for it?” Cindy went to the financial aid office and they suggested she look at her current expenses to see if there was anywhere she could cut back. They also gave her the 5-step process for financial decision making.

Here’s how Cindy approached her situation and made a good financial decision:

<table>
<thead>
<tr>
<th>Step 1: Identify the problem or issue.</th>
<th>My loan payments are due starting in December. “Why does this have to come during the holidays?” she thought. “I don’t have any extra money to pay this now.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2: Gather and evaluate information.</td>
<td>My balance on the loan is $6,000, the interest rate is 6.8%, and the term is for 10 years. The payment is $67, which is approximately the same amount as my current cable TV bill. Cindy called the cable company and asked how much it would be to cancel service and reconnect later. It is no charge to cancel and would be $28 to reconnect. They asked why. When Cindy told them, they offered to knock $20 off per month for three months. Cindy was surprised by their offer. She wasn’t going to decide for a few months, so she took them up on the rate reduction while she made her decision. Cindy also found out the price for the standard package was $32 per month compared to the $67 she was currently paying.</td>
</tr>
<tr>
<td>Step 3: Consider the costs and benefits of various alternatives.</td>
<td>Cindy looked through her budget and couldn’t find anything else to cut to pay the loan payment of $67 per month. In fact, she would have to cut back in other places to get some better clothes for work, additional gas money, and insurance. Cindy thought about the standard cable package, but she still wouldn’t be able to afford that. Her friends came over often to watch movies with her and she didn’t want to miss out on those friendships. She talked to her best friend. Gloria said no problem, why don’t we come over to her house for the movies? She also talked to her mom, who said she was proud of her for looking at this so early. Her mother offered to record programs and told her that the public library had lots of movies that were free to borrow.</td>
</tr>
<tr>
<td>Step 4: Make a decision and take action.</td>
<td>After four months (and two months before the payments were to start) Cindy canceled her cable TV. She borrowed DVDs from the library, went to friends’ houses for movies, and had her mother record special programs for her.</td>
</tr>
<tr>
<td>Step 5: Modify the decision and action as conditions change.</td>
<td>Cindy continued to use her personal money management skills and they carried over to her work. A year later, when her boss was trying to decide on adding more hours for the business, Cindy shared the 5-steps for financial decision-making. Her boss was impressed and gave her more responsibility and a $100 per month raise. The cable company had a special offer of three free months. Cindy decided to get the standard cable back and save the rest of her raise until she evaluated her options.</td>
</tr>
</tbody>
</table>

**GOOD QUESTION:**
Why is it important to create a personal financial plan?

You make decisions every day. For example, you make a decision each time you purchase an item. Depending on the item, your decision-making process may be done in a few seconds; in other cases, a few weeks. It may take you only two seconds to decide to buy a cup of coffee or bag of chips, but it may take you a couple of weeks or months to decide on a car. When faced with a tough financial decision, remember the 5-Step Decision-Making Process.

**Decision-making process**

Pose the Good Question: How can you take control of your financial life and toss off the burden of new consumerism? List students’ responses on the marker board or flipchart. Explain that making financial decisions can be difficult. (Look for answers like: Creating a budget and sticking to it, creating financial goals, etc.)

Review the example about Cindy. On the marker board or flipchart, write the 5 steps to decision-making as you review Cindy’s actions. Suggest that while some decisions may be easy to make, this 5-step process can be very effective when making tough financial decisions.
Developing a 5-step personal financial plan

Ask students to indicate by a show of hands how many of them have a financial plan. Ask students to indicate by a show of hands how many of them would like to become millionaires.

Ask students if they can tell you what the millionaire’s secret is. Suggest that now that they know the secret, the next step is to create a personal financial plan to ensure they can live within their income. Stress that students are never too young to create financial goals and have a financial plan.

Write the 5-steps involved in creating a personal financial plan on the marker board or flipchart. Explain that students will be working on their personal financial plans in class and will be assigned some steps as homework.

Step 1: Create financial goals

Point to the first step — Create Financial Goals. Ask students if anyone is willing to share a financial goal. Be prepared to share one of your own financial goals. Ask students if they have ever used the SMART model for goal-setting. Review the SMART model by writing the acronym vertically on the marker board or flipchart. Fill in each letter as you complete the review. [S = specific, M = measurable, A = attainable, R = realistic, T = time-bound]

Important Exercise: Needs and Wants Table

Explain that the purpose of a Needs and Wants Table is to prioritize your financial goals and identify total and monthly costs. Review the directions and answer any questions students may have. Allow 10 – 15 minutes for students to complete the table. Students may have to guesstimate the total cost of an item. When time is up, Ask students if they found the exercise easy or challenging and encourage them to elaborate.

Step 2: Create a current income and expense record

Have students take out a sheet of paper. Have them write down every item they purchased in the last 10 days, including the purchase price. Explain that it doesn’t matter if the item cost ten cents or ten dollars—students must write it down. Allow 5-7 minutes for students to complete their

Step 3: Create a budget

Assign students the task of writing their two SMART goal statements. Review the SMART model by asking students what each letter of the acronym stands for. Encourage students to access The Savings Goals Calculator at Money 101, CIMMoney101.org

Remind students that they are working on the first step of their 5-step personal financial plan — create financial goals. Check with students to be sure that everyone has written the two SMART goal statements in their workbooks.

Step 4: Create a savings and investing plan

Step 5: Create an insurance plan

There are 5-steps involved in creating your personal financial plan:

- Step 1: Create financial goals
- Step 2: Create a current income and expense record
- Step 3: Create a budget
- Step 4: Create a savings and investing plan
- Step 5: Create an insurance plan

Directions: List at least three items that you would like to purchase at some point. Determine if the item is a need or a want. Using the 1, 2, 3, ranking, prioritize each item. Determine how many months it will take to actually save up enough money to purchase the item. Note the total. Answer the tough question!

<table>
<thead>
<tr>
<th>Item</th>
<th>Need or Want</th>
<th>Priority: 1=Got to have; 2=Really want; 3=Nice to have</th>
<th>Time Frame (Number of months to complete the goal)</th>
<th>Total Cost/ Monthly Cost</th>
<th>What will you give up to achieve the goal?</th>
</tr>
</thead>
</table>

Page 16 – High School Workbook – Money Management
Write a SMART goal statement for one item that you may be able to purchase in the next three months.

Write a SMART goal statement for one item that you may be able to purchase in the next two years.

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Check out the Money 101 website and discover a variety of tools. The Savings Goal Calculator is a great tool to use.

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Step 2: Create a current income and expense record

Some people have a really good handle on their expenses, but many have no idea how they really spend their money. Tracking your expenses is critical to developing good money management skills!

Find a quiet space and take time to really think about your expenses. List them below and then estimate the amount of money you spend on a weekly and monthly basis. Next, track the actual amount you spend on each expense. You might be surprised at the end of the month!

<table>
<thead>
<tr>
<th>Name of Expense</th>
<th>Estimated Weekly Amount</th>
<th>Estimated Amount</th>
<th>Actual Amount</th>
<th>Possible Ways to Control the Expense</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

TOTAL

NOW – What is your estimated income per month (remember to include earned and unearned income)?

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Direct students to page 17 of the Student Workbook, Step 2: Create a current income and expense record. Explain that when students begin to earn a steady income and have living expenses it is important to their financial well being that they understand where their money comes from and where it goes. Divide students into small groups of 3-5. Explain that each group will be provided with a set of Income and Expense Cards and two Income and Expense Worksheets. Students must first sort their expense cards into Needs and Wants piles. Next, each group will complete their first Income and Expense Worksheet using all of their cards. If the group discovers that they have more expenses than they can afford, they must complete their second Income and Expense Worksheet and determine where they can cut expenses. Allow 5-18 minutes to complete this activity. When time is up, call on each group to share their experience. Ask students if they agree that it’s important to create an income and expense record.

On the marker board, or flipchart, write Step 1: Create financial goals. Put a check mark next to the statement to indicate the step has been completed. Write Step 2: Create a current income and expense record. Put a star next to the statement to indicate that this step is in progress. Write Step 3: Create an insurance plan. Pose the Good Question: Are you aware of your current financial risks?

list of purchases. Ask students if any of them had trouble recalling what they had purchased and how much they had spent. Suggest that it’s challenging to remember what you had for dinner the night before, let alone what you bought two weeks ago. Ask students why they think it is important to know where your money goes.

Ask students to indicate by a show of hands how many of them currently track their spending in some fashion. Ask the students who indicated they track their spending if they would share with the class how they track. Look for answers like: keep receipts and total them up, keep a spending diary, use their bank account to track, etc.
Step 3: Create an insurance plan

Important Exercise: Knowing the Potential Risk

Suggest that many people don't realize that they have financial risk. However, almost everyone carries some risk. Have students complete the exercise. Allow 5 minutes for students to complete this activity. Ask students if any of them answered "no" to every single question. Explain that if they answered "yes" to at least one question, they have financial risk.

Explain that there are four ways to manage risks: avoid them, reduce them, accept them, or transfer them to someone else. Ask students to explain how they can transfer risks to someone else. [Purchase insurance.]

Watch Insurance in Plain Language at Money 101, CICMoney101.org

Remind students that they can access a great deal of information about risk management by going to the Money 101 website, CICMoney101.org and completing the Insurance course.

Step 4: Create a savings and investing plan

Pose the Good Question: When should you start saving or investing? Ask students if they can explain the difference between saving and investing. [Saving involves holding on to money and keeping it safe. Investing involves risk and a long-term commitment of putting your money in an investment and letting it grow.] Ask students to indicate by a show of hands how many of them have a piggy bank of sorts and/or a savings account at a financial services institution. Remind students that time is on their side — the sooner they develop a savings habit, the more money they will have when they are older.

We all want to manage our financial risks to reduce stress and maintain a comfortable lifestyle. To manage risks, you can avoid them, reduce them, accept them, or transfer them to someone else.

People use insurance to reduce their risk by transferring the risk to the insurance carrier. Of course, there is a cost to reducing/transfering risk — the cost = the insurance premium.

Remember, risk is a part of life. However, you can learn how to manage your financial risk so that you are not negatively impacted and/or surprised!

Write the acronym “PYF” on the marker board or flipchart. Ask students what “PYF” stands for. [Pay Yourself First.] Explain that some people plan to save or invest the money that they have left over at the end of the month, but the problem with this plan is that there is often nothing left at the end of the month. Therefore, it’s important to make a habit of paying yourself first. Suggest that a general rule of thumb is to save a minimum of 10 percent of your net (take home) income. Emphasize that the most important thing is NOT how much you save each week or month, but that you DO put some money aside.

Ask students to consider an item (a want) that they buy on a regular basis — perhaps gum or coffee or soda. Have them write down the item and the cost in the open space on page 19. Then have them write the number of times a day/week they purchase the item. Ask them to calculate the amount of money per
Step 4: Create a savings and investing plan

Once you know your goals, income sources, expenses, and what insurance you need, you can create a savings and investing plan. Saving and investing are two unique concepts, and it's important to understand the difference between them and the need for each. Saving involves holding on to money and keeping it safe. Investing, on the other hand, means to make a long-term commitment of putting money in an investment and letting it grow. Investing involves risk, such as the inevitable ups and downs in the stock market; however, over the long-term (five years or more) those dips are expected to smooth out into an overall upward growth pattern.

For example, Michael has a car and wants to put in a new sound system. He is also saving money for day-to-day expenses for his first year of college so he doesn’t have to work as many hours while going to college.

Here is Michael’s savings plan based on his two short-term financial goals.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Monthly amount to be saved</th>
<th>Expense to be reduced</th>
<th>Amount saved per month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Car sound system</td>
<td>$30</td>
<td>Reduce entertainment</td>
<td>$20</td>
</tr>
<tr>
<td>College expense money</td>
<td>$120</td>
<td>Limit eating out</td>
<td>$80</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$150</td>
<td>TOTAL</td>
<td>$100</td>
</tr>
</tbody>
</table>

Step 5: Create a budget

Some people think that budgets are boring and constraining. A spending plan is another name for budget and lets you determine how much money you can spend and what you can spend your money on. A budget or spending plan includes how much money you plan to make (Income) and how much money you plan to spend (Expenses and Savings).

BALANCING YOUR BUDGET

A balanced budget shows greater or equal income to expense—if a budget has greater expense than income, it is out of balance. And, an out of balance budget means trouble. It means you’re spending more than you’re making. The key to successful money management is to live within your income! A balanced budget or spending plan lets you do just that.

GOOD QUESTION: When should you start saving or investing?

Week/month/year they spend on the item. When they have completed their calculations and written down the total amount per year they spend on the one item, Ask them if they had ever really thought about how much money they were spending. Explain that the last step in this exercise is to calculate how much money they could save if they cut back one or two purchases a month. When students have completed their calculations, suggest that they make a commitment to putting the amount of money saved directly into savings every month. [Example: Pepsi or Coke $1.50, 5 x week = $7.50, $7.50 x 4 = $30 a month, $30 x 12 = $360 a year! Cut back to two sodas a week and save $4.50 a week, or $216.00 a year.]

Review the example about Michael.
Take a look at the budget worksheets available on the Money 101 website—there’s one just for high school students! These interactive tools can really help you get your budget in order and they include helpful tips.

Lessons Learned

- Review the four lessons learned.

LESSONS LEARNED

1. Financial responsibility is an important asset and there are many ways to demonstrate how savvy you are with your own finances.
2. Identifying your needs and wants helps you set realistic financial goals. It is OK to spend money on a want as long as you recognize that you are giving up something in return.
3. Financial decisions can be challenging. Using a decision-making process allows you to make good decisions.
4. The key to money management is creating and sticking to a personal financial plan. There are 5-steps in the planning process: set financial goals, record income and expenses, manage risk, set savings and investing goals, create a budget.

Someone once said, “To err is human; to blame the other guy is even more so.” Mistakes, rotten timing, problems, bad luck! It is so easy to blame someone or something when we don’t have enough money to do what we want. Stop! The blame game ends right now. With these money management tools, you’ll soon be in charge.

So What? Now What?

Have students reflect on steps they can take immediately, next week, or next month to establish a savings habit and then have them write those steps/actions in their workbooks.

Suggested Homework

- Assign students the 13 Terms to Know (on page 13 of the student workbook); ask them to provide definitions. Provide a deadline.
- Assign students the task of tracking their expenses for the next 30 days so they can complete their income and expense record. Provide a deadline.
- Assign students the task of creating a budget using the High School Student Budget Worksheet available at CICMoney101.org Provide a deadline.

So What? Now What?

How can you use this information to start managing your money today? Take a moment to think seriously about what you can do today, next week, or next month to establish a savings habit and then write it down:

MONEY MANAGEMENT RESOURCES

- Budget Tool, check book balancing tool and Insurance made simple video
  www.educationcents.org
- For more great resources, visit CICMoney101.org

PAGE 20 – HIGH SCHOOL WORKBOOK – MONEY MANAGEMENT
TEACHER PREP:

Review this section and create your own timeline.

Review the five Good Questions and determine which ones will be reflective questions, group discussion questions, and/or homework for family discussion.

Review the Spending course at Money 101, CICMoney101.org

Complete the Important Exercise: Unit Pricing.

Utilize the Buy or Lease online calculator to get a better understanding of leasing versus purchasing.

Purchase three candy bars that you believe your students would like to eat.

Complete the Important Exercise: Opportunity Cost.

Complete the online exercise, Franklin’s Decision to acquire talking points for reviewing the Important Exercise: Opportunity Cost with students at Money 101, CICMoney101.org

Complete the Important Exercise: Spending with Your Heart or Head.

Create/maintain your own Spending Diary. (This activity is optional if you already track your expenses.)

Gather enough calculators for students to use as they determine unit pricing.

If you are following the order of the workbook and assigned the suggested homework from the Money Management section, be prepared to review.

Consider your own spending habits: What kind of a shopper are you? Do you clip coupons? Do you actually read the labels on the grocery store shelves and compare the unit costs? Are you a fan of big box stores or do you prefer boutiques? Have you ever leased a car? When you were considering college or graduate school did you pay attention to the “total cost of attendance”? Do you keep a Spending Diary? Recognizing your own spending habits will enable you to have an open and non-judgmental discussion with your students. Keep in mind that habits are not necessarily good or bad as long as we are making informed decisions; however, some habits may not be helping us reach our financial goals. Habits can be changed. This section is designed to provide students with tools to analyze their habits and create spending habits that will help them reach their financial goals.
Introduction to Spending

This section focuses on spending and understanding some of the hidden costs associated with our purchase choices. “Buyer’s remorse” is a real condition and inexperienced consumers suffer the most. It’s important to recognize that cheap isn’t always the best, buying in bulk could cost more, sales are designed to encourage more buying and less saving, and opportunity costs are real. The good news is that you are the only person who has control over your spending and habits can be changed to ensure that you are working toward your financial goals. Helping students discover the importance of really thinking through a purchase can save them from financial head and heart ache. Students may become more savvy shoppers and pass on their new found wisdom to family and friends.

Suggested timeframe

55 minutes
Does anybody ever really have enough money? It seems like there’s always something that would make your life easier or more fun—if only you had the money. There are steps you can take to make your money stretch a lot further; so that you can buy what you need and a lot of what you want too.

Most people make purchases every week, if not every day. Buying things is an important part of our society and our economy. Because spending is such a big part of our financial and social life, it’s important to put some thought into not only what we’re buying, but where we’re buying and how much we’re paying. When we’re more thoughtful about our purchasing decisions, we may be able to get what we need and want for less.

Evaluate a purchase

Quality and quantity

You may have heard the expression “You get what you pay for,” which refers to the quality of an item. When you are deciding between two items based on price, it’s important to ask yourself if the more expensive item is a higher quality product that will last longer. Perhaps the less expensive item is of reasonable quality and will be just fine. Be careful, “alleged” quality, through marketing and branding can encourage us to spend more for an item just because of its brand. It may not actually be a higher quality than a less expensive option. The important thing is to think through your purchase.

Like quality, quantity needs your good shopper skills. Everyone knows that if you buy in bulk—large quantities or numbers of products—you save money, right? Not necessarily. Like comparison shopping, stores and merchants have learned that smart shoppers want to know the unit price when they buy something. Unit price is the cost per item.
**Important Exercise: Unit Pricing**

Ask students how to calculate the unit price of an item.

[Divide the total price of the item by the number of pieces, ounces, pounds or whatever unit in which the product is sold.] Distribute calculators and have students complete the exercise. Allow 7-10 minutes for students to determine which product is the better buy. When time is up, ask students which products are the better buys. Review the correct calculations.

**Needs and wants**

If you are following the order of the workbook, remind students of the earlier discussion in the Money Management section regarding needs and wants. Otherwise, ask students to explain the difference between needs and wants. [Needs – things we must have to survive; Wants – things we desire for enjoyment or to make life easier in some way.] Explain that personal financial experts suggest asking yourself this tough question every time you contemplate a purchase, “Do I REALLY need this item?” Keep in mind that sometimes you cannot satisfy both your needs and your wants with the same product. So, the better choice might be the comfortable, sturdy boots versus the boots endorsed by a celebrity that hurt your feet.

**Options for purchasing**

Ask students to brainstorm options for purchasing an item. Look for options such as paying cash, borrowing money/getting a bank loan, leasing, rent-to-own. Engage students in a discussion about the advantage and disadvantages of each option. Ask students, based on their discussion, which option seems to be the most financially responsible. [Most of the time, the answer is saving up until you can pay cash for the item.]

**Opportunity cost**

Suggest that a person’s income represents his or her scarce resources. Because resources (income) are scarce, every financial decision involves an opportunity cost. Ask students to explain the

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**IMPORTANT EXERCISE: Unit Pricing**

Directions: Grab a pencil and a calculator and practice calculating the unit price of several items. Decide which purchase gives you the most for your money.

<table>
<thead>
<tr>
<th>Unit Price = Package Price Divided by Number of Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PEANUT BUTTER:</strong> Which jar is the better buy?</td>
</tr>
<tr>
<td>A) 18 oz. jar of crunchy peanut butter is on sale for $3.49.</td>
</tr>
<tr>
<td>B) 12 oz. jar of crunchy peanut butter is on sale for $2.59.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DOG FOOD:</strong> Is bigger better?</th>
<th>How much is the unit price?</th>
<th>Which bag is the better buy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) A 24 lb. bag of dog food sells for $15.99.</td>
<td>0.6662</td>
<td>x</td>
</tr>
<tr>
<td>B) A 12 lb. bag of dog food sells for $8.99.</td>
<td>0.7491</td>
<td></td>
</tr>
</tbody>
</table>

**Needs and wants**

Understanding the difference between wants and needs goes beyond just deciding whether you want or need an item. Once you decide you need an item, be sure to think about what aspects of that item you want or need. You may need a new pair of shoes, but there are many different types of shoes and you’ll want to consider what you need from a pair of shoes (perhaps low-cost, comfort and long-lasting) and what you want (maybe brand name). Sometimes you cannot satisfy both your needs and your wants with the same product.

Many different items can fulfill a need, it’s up to you to make informed decisions about which wants you’re willing to fulfill or live without and at what cost. Remember that a dollar you spend in one place is a dollar less you have to spend somewhere else or to save for something else in the future.

It’s easy to turn a need into a want—but if you really think about your needs and wants (both short-term and long-term) before you go shopping you’ll find it easier to stay on track so that you can meet your financial goals.
Options for purchasing

When you want or need something, you may have several ways to purchase it. Cash may be the easiest, but you may not have the money available when you need to make the purchase. There are several other options besides cash. This chart describes some of the advantages and disadvantages of different ways of purchasing.

<table>
<thead>
<tr>
<th>Options</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buying</td>
<td>Lowest cost option</td>
<td>Sometimes you have to wait to buy the item</td>
</tr>
<tr>
<td></td>
<td>No interest paid</td>
<td></td>
</tr>
<tr>
<td>Borrowing to buy</td>
<td>You get the item right away, or as soon as the loan is approved</td>
<td>Usually pay interest, which means the item costs more Must make on-going payments</td>
</tr>
<tr>
<td>Leasing</td>
<td>You get the item right away</td>
<td>Usually pay interest, which means the item costs more Must make on-going payments</td>
</tr>
<tr>
<td>Rent to own</td>
<td>You get the item right away</td>
<td>You may pay as much as twice what the item is worth If you miss a payment or can’t continue to pay, the store will take your items back</td>
</tr>
</tbody>
</table>

Opportunity cost

A person’s income represents his or her scarce resources. Because resources are scarce, every decision involves an opportunity cost. The opportunity cost is the most valued option that you refused because you chose something else. For example, let’s say that you decide to buy a cell phone plan with unlimited text messages but it costs $10 more a month. By making that decision, you have given up $10 a month that you could have spent elsewhere such as buying a movie ticket. That is the opportunity cost of buying the unlimited text plan.

One important choice everyone faces is whether to consume goods and services today or to consume goods and services later. Spending today brings immediate benefits or gratification. The opportunity cost is that you will have less money to buy goods and services in the future. Saving builds wealth to buy goods and services such as a car, house, or vacation in the future. The opportunity cost is not buying as many goods and services today.

Important Exercise: Opportunity Cost

Directions: Read through the scenario below and identify the best option for Franklin.

Franklin is an 11th grade student at Enterprise High. He is a solid B student with the following options:

- **Option I**: Take a part-time job after school that pays minimum wage and requires him to work from 4:00 p.m. until 9:00 p.m. on school nights. The extra money would allow him to buy a nice used car now, and he could save some money for college. On the other hand, his grades could suffer.

- **Option II**: Join the football team, which means he must practice every day after school. Franklin loves football. His coach thinks he has a good chance to get an athletic scholarship to a local college, but his mother is concerned about his grades.

- **Option III**: Study harder to improve his grades, and qualify as a “Student Tutor” in the after-school program. This would give him some spending money, and help him score better on the college entrance exams. Some of his teachers think he could get an academic scholarship if he spent his spare time studying. But tutoring would not give him enough income to get that used car.

Franklin has all of the standard teenage wants in alphabetical order: car, college, friends, money, and sports. In fact that’s his problem. He can’t do all three options at the same time. What should he do? Why?

Once all groups have been heard, add any comments based on your analysis and the information provided on the Money 101 site at ado.org.

Based on the option that collected the most votes, and the one that got the second most votes, Ask students If Franklin chooses the option that got the most votes, what is Franklin’s opportunity cost.

Important Exercise: Opportunity Cost

Divide students into small groups of 3-5. Explain that each group should read the scenarios listed for Franklin and then answer the questions at the bottom of the exercise. Direct each group to select a spokesperson. Allow 10-12 minutes for students to complete this exercise in their groups. When time is up, randomly call on each group’s spokesperson to share the group’s advice for Franklin. Keep a tally on the marker board or flipchart of the three options.

term, “opportunity cost.” [The value of the next best thing: the trade-off.] Ask for a volunteer. Have the volunteer student come up to the front of the room. Explain that the student may select one of the candy bars. Once the student has made his/her selection, offer the student a $1 for the candy bar. The student may select the $1 or the candy bar. Once the student has made his/her selection, Ask the rest of the class what was the student’s opportunity cost. [The most valued option that the student refused because s/he chose something else.]

Ask students to indicate by a show of hands how many of them seek immediate gratification (spending today) over delayed gratification (saving for tomorrow). Suggest that delaying gratification or saving builds wealth to buy goods and services such as a car, house, or vacation in the future. Ask students what is the opportunity cost when saving money for a purchase later on. [Not buying something today.]
Spending influences

Peer pressure

Ask students to explain what is meant by the phrase, “Keeping up with the Joneses.” [Spending money to insure that you have the same things the Joneses have, even if you don’t need or want the item — buying things to fit in or to feel that you are as good as your peers.]

Ask students to indicate by a show of hands if they have ever felt pressure from their friends/peers to spend more money than they really wanted to or were comfortable spending. Have they ever felt badly because they weren’t able to spend as much as their friends/peers or to buy an item that their friends/peers had. Suggest that peer pressure can really do a number on your finances! Being your own person, and making the right spending decisions for you, takes discipline and courage. The reward for overspending because of peer pressure is usually very short lived, while the financial consequences could take a long time to repair.

On sale!

Explain that many people lose their common sense when they hear the words, “Sale!” or “Bargain.” Ask students if they have ever bought items either that they normally wouldn’t have bought or bought more of an item than they really needed just because the items were on sale, or they bought items at full price because the sale items didn’t interest them. Ask students the main reason businesses are in business. They’re wanting you to spend money. Once the store owner has you inside, chances are pretty good the store, wants you to spend money. When many people see something on sale, they assume it’s a great deal that won’t be around long. Those two thoughts often combine to make people buy things that they weren’t planning to buy and sometimes even things that they don’t need at all.

Sales can be a great way to save money. When you can buy something that you need for less, you can add the “left over” money to your savings to put it toward one of your short- or long-term goals. The key is to determine if the sale item is something you honestly need. Ask yourself if you would buy the item if it wasn’t on sale—if the answer is “yes” then you’re really saving money. If the answer is “no” you’re spending more than you normally would. The merchant convinced you to spend more by offering the item for “sale.”

IMPORTANT EXERCISE: Spending with Your Heart or Head

Directions: You purchase items based on two reasons: you need it or you want it. When you purchase something you indicate by a show of hands if they are buying something as it does with “what” they are buying.

<table>
<thead>
<tr>
<th>Heart</th>
<th>Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase a hamburger and a salad at your local fast food restaurant because you are hungry</td>
<td>X</td>
</tr>
<tr>
<td>Purchase the latest cell phone because all your friends have one</td>
<td>X</td>
</tr>
<tr>
<td>Purchase the latest cell phone because your current phone isn’t meeting your needs</td>
<td>X</td>
</tr>
<tr>
<td>Purchase a car to replace your old car because the old car would cost too much to fix</td>
<td>X</td>
</tr>
</tbody>
</table>

When you spend money, which one wins—your heart or your head? ________________________

Why? ________________________

Important Exercise: Spending with Your Heart or Head

Review the directions and have students consider whether their spending is based on their emotions or their intellect. Encourage participants to be honest with themselves. Allow 7 minutes for students to complete this activity. When time is up, Ask students to indicate by a show of hands if they spend with their hearts or their heads. Explain that head vs. heart spending often has as much to do with “why” they are buying something as it does with “what” they are buying.

Paying for college

Being a smart consumer

Ask students to indicate by a show of hands how many of them are considering attending a community college, a trade school, or a 4-year college after high school.
Paying for college

Being a smart consumer

When you decide to continue your education, you’re making a big decision about your future—one that will have a positive impact on the rest of your life. Choosing a college is an important decision. You want to find the best deal possible but also a career and college that fit your unique needs, talents and ambitions. Education is an investment in yourself and you want to be sure that you’re investing wisely—and considering all of your expenses.

When you’re deciding which college to attend, one important consideration is the total cost of attending the school. Schools call this the “Total Cost of Attendance” and it includes tuition and books and supplies, as well as housing, transportation and living expenses.

Don’t be hasty in ruling out schools just because of their price tag. Price comparisons are best made when you receive your financial aid award notification—that’s where schools tell you how much financial aid they’re able to give you. A more expensive school may be able to give you more financial aid or money that goes to your educational costs. With that help, your out-of-pocket cost may be about the same as a less expensive school. Sometimes a less expensive school may meet your needs just as well as a pricier school and leave you with less debt when you graduate. But be sure that you understand your award notification. Many schools include student loans in their financial aid packages. Loans can be a great resource to help you pay for school, but don’t forget that you must pay them back, usually with interest.

Most importantly, remember that your investment in higher education will pay off the most when you complete a degree. Students who leave their higher education program without completing it, are still responsible for any debt they incurred while in school. If you begin college or vocational school, be sure to finish your degree. Otherwise, you’ll owe money without getting the benefit of the degree or certificate. Completing your program is the best way to pay off your investment!

Smart spending

Spending diary

Let’s say it’s Wednesday and you have a $20 bill in your pocket. You figure you’ll hang on to it so you can go bowling with your friends on Saturday. At lunch, a couple of your friends invite you to grab a bite to eat at the local fast food restaurant ($7). Thursday morning, you run out of graph paper so you have to buy some from your math teacher ($1). Thursday evening you stop by the library and have to pay a late fee before you can check out the book you need ($2). Friday morning you treat yourself and your best friend to breakfast ($10). Saturday you look for your $20 bill and accuse your brother of taking it. Sound familiar?

It’s easy to lose track of your spending—a couple dollars here, a few dollars there. It doesn’t seem like much at the time, but it all adds up. A good way to get a clear picture of how much you are spending is to record every dollar. This is another good time to assign Spending diaries. If you have not covered the Money Management section, students to track their spending when you covered that section, this is another good time to assign an exercise to track spending. Explain that students must keep a spending diary for the next 20 days. Suggest students use a small notebook or a piece of paper and jotting down every dollar that you owe money.

Using student loans wisely

Part of being a smart consumer of higher education is looking at whether you’ll be able to comfortably repay any student loans that you’ll need to borrow. Experts advise that debt repayment costs ideally make up 10 percent or less of your income. If you know what fields you might want to pursue after you graduate from college, even if you have a few that you’re considering, you can use College In Colorado’s SLOPE calculator to find out how much you can comfortably borrow in student loans based on your expected starting salary.

Don’t forget that if you charge on a credit card or borrow from family to attend college, those loans will need to be repaid as well. Most federal student loans have lower interest rates than other loans or credit cards and lots of repayment options to help you stay on track when it’s time to pay back the loan. You must complete the Free Application for Federal Student Aid (FAFSA) to get federal student loans, but people of any income level can qualify for them. If you’re planning to borrow, always consider federal loans first!

TALKING ABOUT COLLEGE

When we talk about college or higher education, we are referring to any education program after high school—that includes four year public and private colleges and universities, as well as community colleges, and technical and vocational schools.

Ask students what they think is meant by the term, “Total Cost of Attendance.” [The total amount of money needed to attend a particular school—including tuition, fees, books, supplies, housing, transportation, and living expenses.] Explain that education is an investment in yourself and the cost of your education is a personal choice—you’ll decide where you go to college. You want to be sure you’re investing wisely, considering what you can afford, and considering all your expenses.

Have students review the information provided. Be prepared to answer students’ questions or concerns.

For more in depth information about college financing, visit the How to Pay for College course at Money 101. You’ll also cover this topic in more detail if you choose to teach the How to Pay for College section of this workbook.

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Spending plan

Explain that a spending plan is a great tool for keeping you and your personal finances on track. It can help you meet your current and future goals. Creating a spending plan requires planning. If you identified yourself as an impulse buyer, a plan will help you make wise decisions. No matter what kind of shopper you are, a spending plan will enable you to manage your money better.

Lessons Learned

Review the four lessons learned.

So What? Now What?

Have students reflect on steps they can take immediately, next week, or next month to take control of their spending and then have them write those steps/actions in their workbooks.

Suggested Homework

Assign students the nine Terms to Know; ask them to use them correctly in sentences. Provide a deadline.

Assign students the task of answering the Good Question: What’s your opportunity cost if you decide not to continue your education after you graduate from high school but go straight to work instead? using the five paragraph essay style of writing. Provide a deadline.

If you did not assign the expense tracking assignment in the Money Management section, assign students the task of tracking their purchases for the next 20 days by using a Spending Diary. Emphasize the importance of writing down every single item and its cost. Provide a deadline.

Next time you are getting ready to spend, take a moment to really think about your spending and take responsibility for it. When you’re about to buy something you can’t really afford, think about the decision as your own—not to impress your friends or because the TV ad made it look cool. When you think about spending in that way, you may be able to make a more rational decision based on rational beliefs.

So What? Now What?

How can you use this information to spend wisely? Take a moment to think seriously about what you can do today, next week, or next month to take control of your spending and then write it down:

SPENDING RESOURCES

Better Business Bureau
www.bbb.org

SLOPE calculator (Student Loans Over Projected Earnings)
www.collegeincolorado.org

For more great resources, visit Money 101 at CICMoney101.org
SAVING & INVESTING

TEACHER PREP:

- Review this section and create your own timeline.
- Review the five Good Questions and determine which ones will be reflective questions, group discussion questions, and/or homework for family discussion.
- Review the Saving and Investing course at Money 101, CICMoney101.org
- Complete the Important Exercise: Making Every Cent Count.
- Review Magic of Compounding! Double a penny every day for 31 days YouTube video to determine if you will show it in your class
  http://www.youtube.com/watch?v=_u33kFTYT8w
- Complete the Important Exercise: Rule of 72.
- Review the Understanding Risk section to become familiar with the five major financial risks.
- Complete the Important Exercise: Risky Business.
- If you are going to assign the homework, watch the video, Stock Markets in Plain English at Money 101, CICMoney101.org
- Gather enough calculators for students to use as they calculate the Rule of 72.
- If you are following the order of the workbook and assigned the suggested homework from the Spending section, be prepared to review.
- Consider your own saving and investing habits: Are you aware of your risk tolerance? Are you concerned that you may not “know enough” about investments so you’re waiting to invest? Do you have a plan that allows you to save so much and then turn that amount into an investment? Do you have 3-6 months worth of expenses saved in an emergency fund? Do you feel that investing is an activity only for the wealthy? Understanding your own comfort level with risk, investments and saving will help you bring the important concepts of saving and investing to life in your classroom. Remember, you are not expected to be an expert on investments—but rather to provide information that encourages students from all economic situations to learn as much as they can about managing their finances. Keep in mind that students may allow their fear of the unknown to limit their opportunities.
Introduction to Saving and Investing

This section provides important information about savings and investment products. The idea that investing is only for the wealthy is misguided. No matter how much money a person has, s/he needs access to this information and needs to be able to understand how to use saving and investment tools to build a financially secure future. Guiding students through the emotional barriers to saving and investing, the impact of time, risk tolerance, and savings and investment products may be challenging. However, this section could prove to offer the greatest return!

Suggested timeframe

55 – 75 minutes
SAVING & INVESTING

FINANCIAL CENTS: Upon completing this section you will be able to:
1. Recognize how emotions affect saving and investing
2. Describe the impact of time and compound interest
3. Evaluate financial risk
4. Understand the four common savings tools and the three major investment tools
5. Recognize that saving and investing can be achieved by anyone, regardless of income

Emotions and saving

Your money history

Your money history directly impacts your relationship with money. Everyone’s history is different—even within the same family! For some of us, saving money is a habit we learned and practiced at an early age. For others, saving money was not a part of our history. Whether saving and investing are parts of your money history or not, you are in a position to save and invest for your future!

As you learn how to manage your money, it will be helpful to periodically evaluate your beliefs around money and decide whether those beliefs are helping you reach your financial goals or holding you back.

Your stage of life

During your lifetime, your financial needs will evolve with changes in your income levels, spending patterns, family concerns, and retirement plans. Starting out in your financial life looks very different to different people. Some of you will start working right out of high school; others will go through college, still others will do both at the same time. One thing will be the same for every young adult: you face the task of learning how to manage spending and saving within the constraints of your available income.
Why save and invest

Ask students to brainstorm reasons to save and invest. List student responses on the marker board or flipchart. [Look for responses that include: pay for unexpected emergencies, prepare for price increases (gas, groceries), pay for vacation, buy a car, buy a house, pay for college, save for skill training, buy a computer, buy a big screen TV, prepare for rate increases (insurance premiums, utilities).] After you have created a list, explain that there are three major reasons to save and invest: stay ahead of inflation, create an emergency fund, and achieve financial goals. Group the students’ answers together to show how they fall into these three major reasons.

Review the list with students and have them identify the items as either I=Inflation, E=Emergency Fund, or F=Financial Goals (mark items accordingly).

Emotional barriers

Ask students if they can think of any emotional barriers to saving and investing. List students’ responses on the marker board or flipchart. Look for responses such as: fear, insecurity, feeling of being overwhelmed, confusion, indecision, need for instant gratification, impatience. Explain that the four most common barriers include: risk tolerance, now versus future focus, procrastination, and choice. Have students read the information provided. Ask students if they agree with the four common barriers now that they have read more about them. Do they make sense? Have students mark a smiley face in the box that describes a barrier they associate with. [Note: There may be financial and cultural barriers to saving and investing to which you should be sensitive. However, the focus here is on emotional and psychological barriers.]

Why save and invest

There are three major reasons to save and invest: stay ahead of inflation, create an emergency fund, and achieve financial goals. Inflation causes the increase of prices. When a fast food hamburger goes up from $1.20 to $1.50 or when gas goes up from $2.40 to $2.68 a gallon, we say that is inflation. You need to make more money just to keep up with the rising cost of living.

Financial stability is a primary financial goal. With proper financial planning, it is a goal that you can achieve. Financial planning is the process of setting financial goals, developing a plan to achieve your goals, and then putting your plan into action. People who use a financial plan usually learn to live comfortably within their means and don’t have to worry about having enough money for the things they need and want.

The good news is that time is on your side when it comes to saving and investing. However, as a young adult you may be challenged by the desire for instant gratification. Having money to spend often seems so much more exciting than saving money. If you open a savings account at a local bank or credit union and make it a habit to put money aside in a savings account, you will have a huge head start over your friends who decide to wait until they “have more money.”

GOOD QUESTIONS:
Do you have short- and long-term savings goals? Are they written down where you can see them?

Risk tolerance

We all have a certain level of risk with which we are comfortable, and that our risk tolerance. There are many factors that affect risk tolerance such as age, gender, income, financial goals, etc. Most of the time it is important to make decisions based on the level of risk tolerance we already have. However, sometimes it may be beneficial to take risks with which we are not necessarily comfortable.

Procrastination

Feeling like you don’t know enough about finances can be a real hurdle to reaching your financial goals. Many people feel intimidated and aren’t sure where to start, so they put it off until “later.” You’re way ahead of the game because you are taking the time right now to learn about money management!

Now vs. future focus

Another reason that people may not save or invest as much as they should is that we live in a “now” society. We like things to happen quickly and we often change course if we don’t see fast results. Saving and investing are usually best practiced with a longer-term outlook. Just like it’s easy to put off doing the dishes or mowing the lawn, it’s easy to put off saving and investing too. However, the sooner you establish a savings and investment habit the better off you will be. Keep in mind that the actual amount you start saving is not important—what is important is that you get into the habit of putting money aside.

Choice

The last barrier is one that many people don’t even see as a barrier. We often think of choice as a good thing… and it can be! But when we have too many choices it can feel overwhelming. You might want to start with one or two goals and focus on the financial tools that are best suited to that goal. For example, if your goal is to save for a college education, check out CollegeInvest 529 College Savings Plans. If you focus on one goal at a time, it may seem more manageable. You may also want to consult a financial professional to get advice on which financial tools will best meet your unique needs.
**Emergency fund**

While there are several reasons to save and invest your money, creating an emergency fund should be your first goal. An emergency fund is money set aside in a bank account for unexpected expenses or for living costs for unexpected events like losing your job. For most people, an emergency fund of three to six months of expenses is their goal.

An emergency fund may not sound important if you are currently able to rely on your family for most of your expenses. However, if you own a computer or a car, it’s wise to be prepared for the unexpected computer crash or engine trouble. If you are planning to be out on your own soon, you will most likely have new financial responsibilities.

If you start thinking about an emergency fund now, you’ll be way ahead of the game when you discover you actually need one.

**Financial goals**

Financial goals can be divided into two types:

- **Short-term goals** – Things that you need or want now or within the year, such as an iPod, a computer, or a cell phone. Generally, it takes less money to reach these short-term goals.

- **Long-term goals** – Things that you need or want in a few years or more, for example, going to college, buying a house, starting a business, and even retirement. Generally, these goals are expensive and are easier to reach with some planning.

There should be a clear distinction between your other savings and an emergency fund. Your other savings can be used for a special purchase but an emergency fund needs to be strictly for emergencies. If your emergency fund is used, it should be “paid back” as soon as possible. Remember, a spur of the moment road trip or a great pair of shoes on sale is not an emergency!

**IMPORTANT ACTIVITY: Making Every Cent Count**

**Directions:** List your current plans for reaching your financial goals.

1. 
2. 
3. 
4. 
5. 

The amount I save each week: $ _________  The amount I want to save each week: $ _________  
The amount I invest each week: $ _________  The amount I want to invest each week: $ _________  

One thing that I can do differently to make saving and investing a priority for my financial future: ____________________________

**Saving vs. investing**

Saving is usually for short-term goals in very safe accounts. The amount you save is more important than what you earn on your money, which is called your “return.” Liquidity, or the ability to access your money quickly without losing your principal (the amount you originally saved) is most important. You will not earn much interest but your money will be safer and easier to access.

For goals that are several years away, you probably will want to try to make your money grow and this requires an investment. When people talk about “making your money grow,” what they mean is that you can actually get more money by putting your money into an investment. Most investments have risks or the possibility for losing the money you put in. You will need to decide how much risk you want to take to earn money or a “return” on your investment. In general, the more risk you take, the more potential return, or money earned, there will be.

**Emergency fund**

Ask students to explain what an emergency fund is. [A emergency fund is money set aside in a bank account for unexpected expenses or for living costs for unexpected events like job loss.] Ask students how much money they think people should have in their emergency funds. [Financial experts suggest people have three to six months’ worth of living expenses in their emergency funds.] Ask students to indicate by a show of hands how many of them have an emergency fund; how many of their families have an emergency fund. Encourage students to start saving now so that when they actually need those funds, they will have them.

**Financial goals**

Ask students to explain the difference between short- and long-term financial goals. [Short-term: things you need or want within the year (generally, it takes less money to reach short-term goals); Long-term: things you need or want in a few years or more (generally, these goals are expensive and are easier to reach with planning)] Emphasize that there should be a clear distinction between an emergency fund and other savings.

**Important Activity: Making Every Cent Count**

Have students think about their financial goals. Have them complete the exercise. Allow 12-15 minutes for students to consider their current and future actions. When time is up, ask for volunteers to share one thing they can do differently to make saving and investing a priority. [Look for ideas such as: pay myself first, cut back on spending on wants, take my lunch to school, borrow books, videos, magazines from the library and put the money I usually spend in a saving account, make hand crafted presents instead of buying them, put all of my change in my piggy bank at night, turn my hobby into a business and increase my income, find a part-time job and put my paycheck in the bank, monitor my progress and adjust my spending accordingly.]

**Saving vs. investing**

Ask students to explain the difference between saving and investing in their own words. [Be sure to highlight the concept of risk and return.]
Impact of time

Review the example about Mandy and Jason. Emphasize that the earlier or longer you save, the more savings you will have.

Here’s an example: Mandy and Jason are both 22 years old. They each have an extra $2,000 a year to invest or spend as they choose. Mandy opens an Individual Retirement Account (IRA) to start saving. Jason chooses to spend his $2,000.

Mandy’s IRA earns 12% per year. Mandy saves $2,000 per year for six years, and never puts another penny into her IRA after six years. Jason spends his $2,000 per year for six years. After that time, he invests $2,000 per year until he is 65 years old. Jason earns the same 12% interest per year as Mandy.

This chart shows the value of Mandy’s and Jason’s respective IRAs, from the time they are 22 years old all the way to 65.

Remember: Mandy’s total investment is $12,000 ($2,000 per year for the first six years), while Jason’s is $74,000 ($2,000 per year for the last 37 years). Even though Mandy invested much less, they both ended up with the same amount of money. Are you surprised? Saving and investing early can make a huge difference in how much you earn on the amount that you invest!

<table>
<thead>
<tr>
<th>Age</th>
<th>Mandy Investment</th>
<th>Jason Investment</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>$2,240</td>
<td>$0</td>
</tr>
<tr>
<td>23</td>
<td>$4,509</td>
<td>$0</td>
</tr>
<tr>
<td>24</td>
<td>$7,050</td>
<td>$0</td>
</tr>
<tr>
<td>25</td>
<td>$9,986</td>
<td>$0</td>
</tr>
<tr>
<td>26</td>
<td>$13,083</td>
<td>$0</td>
</tr>
<tr>
<td>27</td>
<td>$16,653</td>
<td>$0</td>
</tr>
<tr>
<td>28</td>
<td>$18,652</td>
<td>$0</td>
</tr>
<tr>
<td>29</td>
<td>$20,890</td>
<td>$0</td>
</tr>
<tr>
<td>30</td>
<td>$23,397</td>
<td>$0</td>
</tr>
<tr>
<td>35</td>
<td>$41,233</td>
<td>$0</td>
</tr>
<tr>
<td>40</td>
<td>$72,667</td>
<td>$0</td>
</tr>
<tr>
<td>45</td>
<td>$128,064</td>
<td>$0</td>
</tr>
<tr>
<td>50</td>
<td>$225,692</td>
<td>$0</td>
</tr>
<tr>
<td>55</td>
<td>$397,746</td>
<td>$0</td>
</tr>
<tr>
<td>60</td>
<td>$700,965</td>
<td>$0</td>
</tr>
<tr>
<td>65</td>
<td>$1,235,557</td>
<td>$0</td>
</tr>
</tbody>
</table>

Compound vs. simple interest

There are two basic kinds of interest: simple and compound. Simple interest is calculated on the original principal (the amount you put in). Only compound interest is calculated each period on the original principal and all interest accumulated during past periods. The interest earned in each period is added to the principal of the previous period to become the principal for the next period.

Here’s a table that shows 10 percent interest earned on an initial $100 investment. Compare the two total columns. As you can see, after five years earning simple interest, you’ll have $150. However, after five years with interest compounded annually, you’ll have $161.

<table>
<thead>
<tr>
<th>Year</th>
<th>Simple Interest Adds</th>
<th>Total Saving Simple Interest</th>
<th>Compound Interest Adds</th>
<th>Total Saving Using Compound Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$10</td>
<td>$110</td>
<td>$10</td>
<td>$110</td>
</tr>
<tr>
<td>2</td>
<td>$10</td>
<td>$120</td>
<td>$11</td>
<td>$121</td>
</tr>
<tr>
<td>3</td>
<td>$10</td>
<td>$130</td>
<td>$12</td>
<td>$133</td>
</tr>
<tr>
<td>4</td>
<td>$10</td>
<td>$140</td>
<td>$13</td>
<td>$146</td>
</tr>
<tr>
<td>5</td>
<td>$10</td>
<td>$150</td>
<td>$15</td>
<td>$161</td>
</tr>
</tbody>
</table>
The importance of the interest rate

How important is finding a good interest rate? Very important! The Rule of 72 is a simple way to illustrate the importance of interest rates. You can use the Rule of 72 to figure out how long it will take to double your money based on your interest rate, which is also called the rate of return on your investment.

Here’s how it works – just divide 72 by the interest rate you expect to earn on your investment. Remember, this calculation assumes that you will leave all of the earned interest in the investment. 72 divided by the rate of interest being paid = the number of years it will take for your money to double when interest is compounded.

So, given the rule of 72, how long will it take an investment to double if it has a 10% interest rate and the interest is compounded?

72 / 10 = 7.2 years

It will take an investment with compound interest at 10% 7.2 years to double.

Understanding risk

Risk is the possibility that an investment will lose value and is a fundamental part of investing. Stock markets plunge. Companies go bankrupt. And there are countless other less dramatic ways to lose money. There’s even risk in doing nothing. Because of inflation, money left in a savings account has to earn interest at least at the rate of inflation in order to have the same buying power. To earn the highest returns, investors must assume a certain amount of risk. To minimize risk, investors must accept lower possible returns.

There are five major financial risks:

| Market risk | The risk that the stock market will go down and the value of your investment will go down with it. |
| Financial risk | The risk that companies can go bankrupt. If you have invested in a company that goes bankrupt, you will likely not get all, or maybe any, of your money back. |
| Purchasing power or inflation risk | The risk that your investments won’t earn more than the rate of inflation. This means that you don’t earn enough on your money to keep pace with the amount that the costs of goods and services are rising. You are essentially losing money because your money doesn’t buy as much as it did when you invested it. |
| Interest rate risk | A more complicated concept, but an example will help. Say you buy a $1,000 bond (or a CD) that pays 5% per year for 10 years. If you hold the bond for 10 years at simple interest, you will get your 5% payment each year and the $1,000 back at the end of 10 years. If you need the money within five years and the going interest rate at that time has gone up to 7%, nobody is going to want to pay you $1,000 for that 5% bond when they could earn 7% on other bonds. So, you must sell the bond at a price that will make the annual return to the new owner equal to 7% per year. You must sell your bond at a discount and take a loss. |
| Fraud risk | The risk that someone is lying to you. Some investments are misrepresented. Therefore, it is important to investigate before you invest. A financial professional, like a Certified Financial Planner, can be a great resource to help you research and understand investments. |

The importance of the interest rate

Ask students if they are aware of the Rule of 72. Explain that the Rule of 72 is helpful in determining how long it will take to double your money based on the interest rate offered. Remind students that interest rate is another way of saying rate of return. Review the example by demonstrating the calculation on the marker board of flipchart.

Important Exercise: Rule of 72

Have students answer the three questions. Allow 3-5 minutes for students to complete the activity. When time is up, review the correct answers. [Remind students that the calculation is 72 divided by the interest rate (do not use the % key).] Check for understanding.

Understanding risk

Ask students to explain. Look for answers like: things that are dangerous, things that have a down-side, etc. Ask why people would participate in risky behaviors. Look for answers like: for fun, for a reward, for the up-side, etc.

Now ask the students to explain risk in terms of an investment. [Risk is the possibility that an investment will lose value and is a fundamental part of investing] Ask students why people would make risky investments if risk is the possibility that their investment will lose money. [Greater risk usually means that there is a greater possible return.] Pose the Good Questions: What kind of risk taker are you? Do you have a low, medium, or high tolerance for risk? Explain that many people think that they have a high tolerance for risk when the financial markets are experiencing growth and learn that they cannot tolerate the downside of that risk when the markets are in decline.

Have students read the information provided. Check for understanding.
Important Exercise: Risky Business

Divide students into groups of 3. Review the directions. Have groups complete the activity and be prepared to defend their answers. Allow 7-9 minutes for groups to determine their answers.

When time is up, randomly call on groups to share their answers. Allow for discussion. Review the correct answers.

Common savings products

Ask students to indicate by a show of hands how many of them are familiar with these four common savings products. Randomly select students to read the product descriptions out loud.

Ask students if they can see a savings pathway — is there one product you might start with and then add another…? [Many people start with a basic savings account. Then when they have saved up enough money (and more) to meet the minimum deposit amount for a CD, they may choose to move that amount into a CD. Next, they save up enough to invest in money-market funds. Many people consider Series EE Savings Bonds as great birthday and holiday gifts for their children. Students may want to consider putting some of their money in Series EE for the future since the money is generally inaccessible for five years.]

How to open a savings account

Ask students to indicate by a show of hands how many of them have a savings account at a local bank or credit union. Ask students who indicated that they do have a savings account why they have the account. Look for answers like: My parents opened it for me, I have a goal that I’m saving to reach, I’m saving money for when I’m on my own. Encourage students who indicated that they do not have a savings account to consider opening one. Review the documentation needed to open an account. [Note: Undocumented students may be eligible to open accounts. Check with a bank or credit union closest to the school.]
**How to open a savings account**

Banks and credit unions will be happy to help you open an account so you can begin saving today. You can trust that your money will be safe in a savings account because the Federal Deposit Insurance Corporation (FDIC) and the National Credit Union Association (NCUA) insure bank or credit union deposits up to $250,000 per account. To make sure that an account is FDIC or NCUA insured, ask the bank or credit union.

When you decide to open your account, you'll need to bring your identification, some additional documents and information, and your first deposit. Not all banks or credit unions accept the same forms of identification or documentation, so it's a good idea to ask them beforehand what you'll need to open an account. If you are under the age of 18, you will probably need to have a parent or guardian sign on the account. The parent or guardian will need the same forms of identification.

**Common investment products**

The problem with leaving money in a savings account is that the return (the amount of money that you make) is very low. The money is safe in the short-term because it is usually insured against loss. As a result, most people use savings accounts for money they need in the short-term—to pay monthly bills for example, for their emergency funds or to build up an amount of money to invest. After building up savings, they turn to investments with hopes of making their money grow faster.

### The three most common investment products are:

**Stock**
- A stock represents a share of ownership in a company. People who own stock are considered shareholders, or stockholders, in the company. Investors make money from a stock in two ways: The first is by receiving a dividend. A dividend is a payment from the earnings of the corporation. When a company is profitable, it can decide whether or not to pay their shareholders some of the earnings in the form of dividends. The other way to make money is by selling stock when the stock price goes up. This is how most people make money from owning stock—they are making money because they are paid more when they sell the stock than they paid when they bought it. The price of a stock will go up when there are more people who want to buy the stock (demand) than there are people who want to sell it (supply).

**Bonds**
- Corporations and governments, like people, sometimes need to borrow money. If you buy a bond, you are lending money to these corporations or governments. As a bond investor, you pay a set amount of money and the issuer, like the government or corporation, promises to pay it all back to you on a certain date with a set amount of interest. Bonds are known as fixed-income securities because the amount of income the bond will generate each year is “fixed” (or set) when the bond is sold. Investors know in advance how much they will be paid and how often, as well as when the original investment will be paid back. The longer it takes for a bond to pay off or mature, the greater the risk that inflation will reduce the value of their money before they get it back. That is why bonds often pay a higher rate of interest than CD’s, savings accounts, or money-market accounts and longer-term bonds generally pay a higher rate than shorter-term bonds.

**Mutual Funds**
- Mutual funds allow people to invest in stocks without doing all the homework necessary to pick individual companies. They’re also a good option for people who don’t have enough money to invest in the number of stocks necessary to achieve diversification. Diversification is a financial strategy to reduce risk by investing in several different companies or types of investments. Along with the chance to share in the gains from a fund, mutual fund investors also pay a share of the management fees and expenses, generally between 0.5% and 2% annually.

**You’ll usually need:**
- Valid photo ID (Driver’s License, State Issued ID, Passport, Green Card, Matricula Consular Card)
- Taxpayer Information (Social Security Number, Taxpayer ID Number)
- Personal Information (Date of Birth, Address, Phone Number, Mother’s Maiden Name)
- Money with which to open your account (Banks and credit unions usually have a minimum amount required for an initial deposit)

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**Common investment products**

Remind students that saving is usually for short-term goals and investing is for long-term goals because of the risk and return. Ask students to indicate by a show of hands how many of them are familiar with the three most common investment products. Have students read the information about stock. Review the information with the students. Next, have students read the information about mutual funds. Review the information with the students. Finally, have students read the information about bonds. Review the information with the students. Check for understanding. Ask students to rank the three investment products from low to high risk. [Low=Bonds, Medium=Mutual Funds, High=Stocks.]

Optional: Show the video, Investing in Plain English from the Money 101 site

Ask students if they have heard of Bernie Madoff. Bernie Madoff was sentenced to 150 years in prison for swindling hundreds of people (investors) out of millions of dollars. Ask students if they can explain what a Ponzi scheme is. A Ponzi scheme is an investment fraud that involves the payment of supposed returns to existing investors from funds contributed by new investors. Ask students why they think Madoff was successful in running his Ponzi scheme. [Everyone seems to be looking for a get rich quick scheme…]

Suggest that the point of this conversation is to emphasize a rule of thumb: If it sounds too good to be true, it probably is!

Encourage students to access the resources listed to learn more about saving and investing. Remind them that time is on their side—the earlier they start saving, the better—refer them back to page 30.
RULE OF THUMB

One important rule of thumb when you are considering an investment:
If it sounds too good to be true, it is!

As you've discovered, saving and investing are important pieces of your financial plan that require attention over your lifetime. Your short- and long-term financial stability depends on how clear and disciplined you are with your saving and investment plans. From emergencies to retirement, a strong savings and investment plan will make your life easier financially and otherwise.

Your knowledge and decision-making help determine your saving and investing ability. Understanding compound and simple interest, risk, and various investment vehicles is a guide for your future.

LESSONS LEARNED

1. Your money history affects how you think and act about saving and investing.
2. If you are a young adult, time is on your side and you can benefit from starting to save NOW, especially with compound interest.
3. It pays to evaluate the risks of savings and investment options.
4. There are a variety of saving and investment tools that you can consider depending on your financial goals.
5. Saving and investing can be achieved by anyone, regardless of income—the key is to start saving as much as you can afford right now and make saving a habit.

So What? Now What?

Have students reflect on steps they can take immediately, next week, or next month to reach their financial goals (consider saving and investing actions) and then have them write these steps/actions in their workbooks.

Suggested Homework

- Assign students the 17 Terms to Know (on page 27 of the student workbook); explain that they will be quizzed on 10 of the terms. Provide a deadline.
- Assign students the task of watching the video Stock Markets in Plain English at the Money 101 site and writing a short paragraph outlining the most important thing they learned from the video. Provide a deadline.
- Assign students the task of researching a stock, following the stock for two weeks and writing a short essay about what they learned. Provide a deadline.

SAVING AND INVESTING RESOURCES

Financial Planners
www.coifpa.org

Securities Exchange Commission (SEC)
www.sec.gov/investor.shtml

CollegeInvest 529 College Savings Plans
www.collegeinvest.org

For more great resources, visit Money 101 at CICMoney101.org
TEACHER PREP:

- Review this section and create your own time line.
- Review the five Good Questions and determine which ones will be reflective questions, group discussion questions, and/or homework for family discussion.
- Review the Credit course at Money 101, CICMoney101.org
- Complete the Important Exercise: Pros and Cons of Credit.
- Complete the Important Exercise: What’s Your Credit Attitude?
- Watch Borrowing Money in Plain English at Money 101, CICMoney101.org
- Review and download/print What Affects Your Credit Score? At Money 101, CICMoney101.org
- Complete the online exercise, What Affects Your Credit Score? to acquire the correct answers for reviewing the exercise with students.
- If you are following the order of the workbook and assigned the suggested homework from the Spending section, be prepared to review.

Consider your own view of and use of credit: Do you use credit as a convenience, paying off your balance every month? Do you consider credit as a necessary evil and prefer to pay cash? Do you understand what impacts your credit score? Do you request a credit report annually? Recognizing your own attitude toward credit will allow you to present credit in an impartial light. Today’s virtual society seems to encourage the use of credit and students need a solid “grounding” in the subject. Keep in mind that while the CARD Act has made it more difficult for students under the age of 21 to access credit, it’s better to arm students with knowledge than to let them make up the facts — or learn the “hard way.”
Introduction to Credit

This section concentrates on credit. Credit can be a controversial subject and parents may react negatively. Some adults think it’s best to not mention credit in hopes that young adults will not use credit if they haven’t heard about it. Others recognize that arming students with the truth about credit is the best way to fight credit abuse. Students who understand the advantages and disadvantages of credit are better positioned to handle credit responsibility. Helping students to understand good and bad debt will allow students to make smart choices when it comes to using credit.

Suggested timeframe

Two 55 minute class periods. The first class begins with the Discussion Starter and goes through Important Exercise: What’s Your Credit Attitude? (pages 47-49 of the teacher guide). The second class starts with watching Borrowing Money in Plain English.
Credit has many meanings in our lives…credit for classes we take in school, credit for doing a good job, credit on our accounts when we pay more than we owe. This section is about credit as the confidence others have in your ability and intention to pay which they demonstrate by letting you buy goods or services without paying for them right away.

Pros and cons of using credit

If you have ever taken out a loan to buy something—a car, for example—you were given credit. Credit means you are using someone else’s money to pay for things. It also means you are making a promise to repay the money (the loan) to the person or company that loaned you the money (the creditor or lender). Credit is not free money! When you borrow money, you are responsible for paying back the original amount you borrowed, plus interest. The lender determines the rate of interest to charge you. Believe it or not, everyone is not charged the same interest rate—we’ll explain some of the factors involved in determining interest rates in just a few minutes. In addition to the interest rate, there may be additional fees that you will be expected to pay.

Wow! Think about it! Someone you’ve never met trusting that you will pay for something of value later just because you have credit! That can be very powerful—if you use it wisely. Understanding credit and managing credit correctly can make that confidence others have in you a permanent part of your life!

Pros and cons of using credit

If you have ever taken out a loan to buy something—a car, for example—you were given credit. Credit means you are using someone else’s money to pay for things. It also means you are making a promise to repay the money (the loan) to the person or company that loaned you the money (the creditor or lender). Credit is not free money! When you borrow money, you are responsible for paying back the original amount you borrowed, plus interest. The lender determines the rate of interest to charge you. Believe it or not, everyone is not charged the same interest rate—we’ll explain some of the factors involved in determining interest rates in just a few minutes. In addition to the interest rate, there may be additional fees that you will be expected to pay.

Pros and cons of using credit

Ask students what it means to use credit. [Credit means using someone else’s money to pay for something. It also means making a promise to repay the money to the person/company that loaned the money to you. Generally speaking, when you borrow money, you must repay the original amount plus interest.]
Important Exercise: Pros and Cons of Credit

Divide students into small groups of 3-5. Have groups brainstorm the advantages and disadvantage of using credit and list them on a flipchart sheet. [Note: Since many answers are listed on page 36, do not have students use their workbooks at the moment.] Allow 7-9 minutes for groups to create their lists. Randomly call on groups to provide one advantage. Repeat until all lists have been exhausted. Randomly call on groups to provide one disadvantage. Repeat until all lists have been exhausted.

Have students review their responses against the information provided on page 36 of their workbooks. Ask students if there are any advantages or disadvantages listed that they did not account for on their lists.

Emphasize the Words of Wisdom. Encourage students to be convenience users of credit, not “revolvers.” Convenience users pay off their credit card balances every month so they never pay more for their purchases than the actual cost (no interest fee if the balance is paid before the end of the grace period, no late fee, no over the limit fee). Revolvers generally pay only the minimum payment required and maintain a revolving balance. They are ultimately paying more for their items than the actual purchase prices (interest fee, late fee, over-the-limit fee).

Credit terms

Ask students to indicate by a show of hands how many of them understand ALL of the Terms to Know listed on page 35 of the student workbook. Have students select a partner. Explain that partners will trade off providing the definition for the first eleven (11) terms (Amortization – Deferment). If a student does not know the definition s/he will turn to the Glossary and read the definition out loud so both partners can benefit from the information. Allow 20 minutes for students to become familiar with the first ten terms. When time is up, check for understanding and review any terms with which students are struggling.

Credit worthiness

The Three Cs – Lenders look at three key factors when deciding whether to allow you to borrow money.

<table>
<thead>
<tr>
<th></th>
<th>Character</th>
<th>Have you used credit before and paid previous bills on time?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Capital</td>
<td>What is your income and what do you own of value that could be used to repay a loan? Sometimes lenders will ask for collateral for a loan. Collateral is something of value that the borrower uses to secure a loan. This means the lender can take possession of the collateral if the borrower cannot pay back the loan.</td>
</tr>
<tr>
<td>3</td>
<td>Capacity</td>
<td>Do you have a job or other source of income with which to make payments? Do you have other debts that you will need to manage along with this new credit?</td>
</tr>
</tbody>
</table>

Credit provides you with financial flexibility: you can make purchases by phone or online, and if you have an emergency, you can purchase the needed items now and pay later. Carrying a small plastic card is usually safer than carrying a big wad of cash when you are making a large purchase. Probably one of the most important reasons to use credit, particularly a credit card, is to build a good credit history. Having a good credit history will allow you in the future to buy a car, a house or even get the job you want.

On the other hand, when you use credit, you may pay more than the actual purchase price of the items. The cost of using credit may include interest, late fees, and annual fees. It’s also possible that you will buy more when you use credit.

Credit terms

Using credit requires an understanding of a whole new set of terms. It’s important to be an informed user of credit and learning the language will help you make good decisions about credit. Be sure to review any of the terms that are unfamiliar to you in the glossary at the end of this guide.

Credit worthiness

Pose the Good Question: Should people be entitled to as much credit as they want? [This may prove to be an interesting and/or heated discussion. A great example of what happens when people are granted “as much credit as they want” is the recent home mortgage debacle. The best rule of thumb is to provide people with as much credit as they are able to repay.]

Review The Three Cs. Refer back to students’ responses to the first Good Question you posed at the beginning of class—do they recognize these three Cs as being on their mind when they lent money?

Important Exercise: What’s Your Credit Attitude?

Review the directions. Have students place an “X” in the column that matches how they feel about the statement. Allow 3-5 minutes for students to complete this activity. When time is up, review student responses by reading each statement and alternating between agreement and disagreement. Provide additional commentary as appropriate.

1. People spend more money when they use credit. Research indicates
The way you handle credit is recorded in your credit report. If you seldom pay on time, spend over your credit limit, or have little that can be used to ensure a creditor that you can pay them back, you will be considered a poor credit risk. If you have poor credit, that doesn’t always mean you will not get any credit. It may mean, however, that you will have to pay a lot higher interest which makes the amount you pay back and your monthly payment higher than you may be able to afford.

**IMPORTANT EXERCISE: What’s Your Credit Attitude?**

**Directions:** We all have an opinion about credit. Some people think cash is the only way to go, others think using credit is the best way. Still others think it makes sense to use cash and credit, depending on the situation. Take a moment to read through the statements below and think about how you feel about credit.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>People spend more money when they use credit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s always better to pay cash.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having a credit card would be cool.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saving up for something makes more sense than borrowing to buy it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having credit is a big responsibility.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Credit scores**

A credit score is used to predict how likely a person is to repay a new loan based on information in his/her credit report. Usually, when lenders talk about “your score,” they mean the FICO® score developed by Fair Isaac Corporation. Other different computer models may be used, too. These models add up points for each piece of information of a credit report based on their experience with millions of consumers. For example, making payments on time every month is positive and will improve the score. Charging above the maximum amount on a credit card is negative and will lower the score. The two factors that carry the most weight in calculating your credit score are on-time payments and how much available credit you have actually used.

The most widely used credit scoring model ranges scores from 300 to 850; the higher the number, the better. In addition, each creditor decides what credit score range it considers a good risk or a poor risk. Most lenders consider a score below 640 to be a poor risk.

If the creditor has told you that you have a poor credit score and turned you down or offered you a higher interest rate than you were expecting, there are steps you can take. First, you have the right to request a written explanation from the lender and the lender is obligated to give you your credit score. Then, you can make a plan to begin to address these issues.

Remember the lender, not your credit score, makes the final decision to approve a loan application. A credit score is simply a tool used by the lender. The lender may take into consideration any special reasons for your past credit problems. In addition, the lender will look at more than just your credit score—such as the value of property you own, job history, income, savings, and the type of loan you want—before making a final decision. Credit scores may not consider your race, color, religion, national origin, sex and marital status, and whether you receive public assistance.

Watch Borrowing Money in Plain English at Money 101, CICMoney101.org.

Ask students what are the advantages and disadvantages of using credit. Ask students to explain what a credit score is.
Building your credit

Explain that a credit report usually consists of five sections:

1. Personal Information
2. Public Record Information
3. Collection Agency
4. Credit Account Information
5. Inquiries

Lenders use the credit report to determine whether or not to loan you money. Ask students who else might use a credit report to make a decision. [Employers may pull a credit report to determine how financially responsible you are. Car insurance companies may pull a credit report to determine if you are likely to pay your rent on time.]

Review the ways to build your credit. Emphasize that charging only what you can afford to repay and making payments on time is the BEST way to build credit.

Credit terms

Explain that it’s time to check students’ understanding of the remaining Terms to Know listed on page 35. Have students select a partner. Explain that partners will trade off providing the definition for the second eleven (11) terms (Depreciating Asset – Variable Interest). If a student does not know the definition s/he will turn to the Glossary and read the definition out loud so both partners can benefit from the information. Allow 20 minutes for students to become familiar with the last eleven terms. When time is up, check for understanding and review any terms with which students are struggling.

Good debt, bad debt

Ask students if they think that all debt is bad. Suggest that debt can be a complex subject. It may be simpler to suggest that how you handle debt determines whether debt is good or bad.

Good debt

Good debt is loosely defined as debt that brings some form of long term benefit. Ask students if they can think of examples of good debt. [Generally speaking, buying a home should be good debt—today this example may not hold true for everyone. Investing in education is also a good debt, assuming you complete your education and only borrow what you need and can afford to repay.]

Review Are Student Loans Good Debt? Remind students that according to the U.S. Census Bureau, the typical full-time year-round worker in the United States with a four-year college degree earned approximately 58% more than a typical full-time year-round worker with a high school diploma. Unemployment rates are also much lower for individuals with education after high school.

Review When you’re thinking about borrowing for higher education, keep in mind…

ARE STUDENT LOANS GOOD DEBT?

Borrowing federal student loans for higher education expenses is an investment in yourself. However, just as with any investment, it’s important to think about the return on your investment—or what you’ll get for the money you’re borrowing and the interest you’re paying. A good rule of thumb is to borrow no more than what you think your first year’s salary will be after graduation. For more specific calculations, check out College In Colorado’s SLOPE calculator.

When you’re thinking about borrowing for higher education, keep in mind…

Federal student loans can accelerate your credit score—either helping you build credit quickly or tear down your credit quickly if you don’t manage them well.

Student loans are considered financial aid, but they must be paid back. The consequences of not paying back your student loans are very serious, including the government garnishing tax refunds and wages. Student loans cannot be forgiven in bankruptcy.

If you borrow a student loan and you have trouble paying it back, be sure to get in touch with your lender right away! There are lots of options to help you get back on track, including different repayment schedules, loan forgiveness programs and forbearance and deferment options, which means that you can put your payments on hold for a period of time. But the sooner you get in touch with the lender, the better!
Bad debt

Bad debt is when you borrow for things that immediately go down in value or will likely go down in value. You can probably find good examples of bad debt on your credit card statement—eating out, entertainment, travel, clothing, and most household items. If you’d like to see how quickly many of your purchases decline in value, visit local flea markets or garage sales. You’ll find that many of your purchases are nearly valueless within moments of purchase.

If you charged these items, and you’re maintaining a credit card balance that you don’t pay off every month, you’re actually paying considerably more for stuff that’s losing value by the day. These things are often called depreciating assets because their value goes down, or depreciates. One very common depreciating asset is a brand new car, which usually loses value immediately after you purchase it because it becomes a “used” or “pre-owned” car. Few people can afford to buy a car without using credit, but it’s important to think about how much debt you can afford to carry on a depreciating asset—a pre-owned or lower cost vehicle might be a better option than a high amount of debt.

If you find yourself showing indicators of debt distress, there are many things you can do. Even if you aren’t in debt trouble, but you are having trouble saving for something you want, it might be helpful to check out the debt reduction tools on the Money 101 website.

Debt distress

Bad debt can begin to take its toll if you are not paying attention. Here are some common signs of debt distress:

- Being unaware of your total amount of debt.
- Being unable to make payments consistently.
- Using high interest credit cards to pay day-to-day expenses.
- Using credit cards for a source of cash—at extremely high interest rates.
- Being harassed by creditors for late or lack of payments.
- Relying more and more upon credit cards for expenses.
- Having wages garnished (or taken) by creditors you owe and have not paid back.
- Losing options—having to choose work over education—that is, sacrificing future opportunities for present demands.

If you feel like you need someone to rescue you from debt, please be careful. Stay away from “credit repair” companies. Legitimate, nonprofit, community-based counseling organizations provide a much-needed service to people who are having credit problems. Don’t confuse the organizations with so-called credit repair companies that offer to fix your credit history for a fee. It can’t be done. Honest, no one can repair your credit. Only you can repair your bad credit by repaying your debts and paying your current bills on time.

Debt distress

If you feel like you need someone to rescue you from debt, please be careful. Stay away from “credit repair” companies. Legitimate, nonprofit, community-based counseling organizations provide a much-needed service to people who are having credit problems. Don’t confuse the organizations with so-called credit repair companies that offer to fix your credit history for a fee. It can’t be done. Honest, no one can repair your credit. Only you can repair your bad credit by repaying your debts and paying your current bills on time.

Negative aspects of bankruptcy

If you’re not successful managing your debts, bankruptcy might sound like a great way to “just start all over again” with all your debts wiped away. But we offer a word of caution:

**THE CONSEQUENCES OF BANKRUPTCY ARE SEVERE**

- A bankruptcy statement will generally show up on your credit report for 10 years. This indicates that you had problems paying your debts in the past and lenders are much less likely to give you a loan or a credit card.
- Bankruptcy does not forgive all debts. For example, it does not forgive alimony, child support, or property settlements between spouses, federal student loans, court restitution orders, criminal fines and certain taxes.
- Bankruptcy is part of the public record and many employers check the credit report of potential employees. While it is against the law to discriminate against a person who has filed for bankruptcy, an employer can check to see how the person handles personal finances.
- If you file bankruptcy, you will have a difficult time getting a new credit card or loan.

Bad debt

Ask students if they can think of examples of bad debt. [Bad debt is when you borrow for things that immediately go down in value (e.g., pizza parties, entertainment, clothes, etc.)] Suggest that students shop flea markets to discover how quickly their “must-haves” become flea market “specials.” Ask students to indicate by a show of hands if any of them are thinking about buying a car. Ask students how many are looking at a new car. Explain that industry experts suggest that a new car loses approximately $2,000-$3,000 the minute you drive off the lot! The minute you drive off the lot, the car becomes a “used” or “pre-owned” vehicle. Ask students, is a new car worth the corresponding debt?

**Debt distress**

Suggest that bad debt not only hits your wallet, it can impact your health. Review the Debt distress information. Ask students if they have heard or seen commercials where “credit repair” is offered for free or minimal cost. Explain that the only person who can repair your credit is YOU! Really! Only you can repay your debts and pay on time. It’s that simple. No one else can do that. Not-for-profit credit counseling services can help individuals develop a plan to make repaying their debt and building their credit score more manageable, but anyone who says they will repair or repay your credit for you is probably misleading you to make a profit.

Negative aspects of bankruptcy

Define the term “bankruptcy.” [A state of being legally released from the obligation to repay some or all debt in exchange for the forced loss of certain assets.] Ask students to reflect for a moment: do they know anyone who has declared bankruptcy. Explain that this is a personal matter and in some situations, declaring bankruptcy may be the best option. However, the consequences of bankruptcy are severe and the best bet is to avoid financial distress by planning ahead. Have students read the information provided. Answer questions as necessary.
**Lessons Learned**

Review the four lessons learned.

**LESSONS LEARNED**

1. If used correctly, the advantages of credit outweigh the disadvantages, especially when it comes to building credit.

2. Lenders take into consideration your character, your capital or collateral, and your capacity to repay when they decide to lend you money.

3. A good credit history and a high credit score provide flexibility and options for purchases.

4. Good debt is purchasing an asset that will increase in value while bad debt is purchasing an asset that will lose value.

One money mindset that rings true is that time is money, but the reverse is also true: that money is time. The more goods and services you consume the more time you must spend paying for and maintaining your purchase. When you use credit to make your purchases, you must spend even more time working to make money to repay the creditors and lenders, especially when you add additional interest costs. When you run up a large credit debt, you’re locking up a large amount of your future earnings and time and you may have little time to enjoy your purchases. So, managing credit is essential to your personal financial health, your emotional health, and the health of those you care for and love.

**So What? Now What?**

Have students reflect on steps they can take immediately, next week, or next month to manage their credit in the future and then have them write those steps/actions in their workbooks.

**Suggested Homework**

Assign students the task of responding to the Good Questions: Are you credit ready? Are you committed to using credit wisely? Why should a lender give you credit? Have students write a concise response as if they were completing a loan application. Provide a deadline.

Assign students the task of requesting their one free credit report (check to see if any student has already done so and ask him/her to bring it in just to prove completion of the activity) at www.annualcreditreport.com. Explain that this is the only acceptable site as it is legitimate and does not cost! Let students know that if they are under 18 they will likely have to request their report in writing and if they do not have any credit activity they may not yet have a credit report. Provide a deadline.

**CREDIT RESOURCES**

- Free Credit Report
  1-877-322-8228
  www.annualcreditreport.com

- Credit Counseling
  www.creditcounseling.org

For more great resources, visit Money 101 at CICMoney101.org
IDENTITY THEFT

TEACHER PREP:

- Review this section and create your own time line.

- Review the two Good Questions and determine which ones will be reflective questions, group discussion questions, and/or homework for family discussion.

- Review the Identity Theft course at Money101, CICMoney101.org

- Review the ID Theft Face Off game at Money101 and determine if you will play it in your classroom. Consider introducing this section by having students play this game.

- If you are following the order of the workbook and assigned the suggested homework from the Credit section, be prepared to review.

- Consider your own habits: Do you keep a record of all your PINs and passwords in your wallet or purse? Do you use a cross-cut shredder to dispose of personal information? Do you carry more than one credit card at a time? Are you aware of the most common methods of identity theft? Do you know what to do if you suspect your identity has been stolen? Recognizing how vulnerable you and everyone else is will help you explain the seriousness of the crime. Keep in mind that students are at high risk because they mistakenly think identity theft is only about stealing money and since they usually don’t have much, they think they are safe.
Introduction to Identity Theft

This section provides important but limited information about identity theft. Identity theft is about acquiring personal information for the thief’s personal gain. Students are especially vulnerable for a number of reasons, for example, they are used to sharing information via social media. They are generally more trusting than adults and are shocked to think that a family member or a friend would ever steal their identity. Unfortunately, many young people who have been victims of identity theft do not discover their identity has been stolen until they apply for a loan or a credit card in later life. By then, the damage has been done and it can take years to repair their credit. Arming students with ways to prevent identity theft may allow them to have a more financially secure life. This is not a subject to be skipped over or taken lightly.

Suggested timeframe

⏰ 55 minutes
IDENTITY THEFT

IDENTITY THEFT

FINANCIAL CENTS: Upon completing this section you will be able to:
1. Define identity theft
2. Understand how identity theft occurs
3. Explain ways to prevent identity theft
4. Discuss what to do if you are a victim

Identity theft is a popular topic these days and for good reason. It’s a big problem for people of all ages, geographies and income levels. Students are particularly vulnerable because they don’t think they are likely targets since they generally do not have a lot of money. Identity thieves don’t steal your money; they steal your name and reputation and use them for their own financial gain. They attempt to steal your future! An identity thief literally steals who you are, and it can seriously jeopardize your financial future.

TERMS TO KNOW
- Phishing
- Pre-texting

Financial Cents
Review the four objectives stated.

Discussion Starter
If you have decided to introduce this section with the ID Theft Face Off game, play it now at Money 101.
If you have decided not to play the game, introduce this section with a question: Ask students to explain the term “identity theft.” [Identity theft occurs when one person’s identification (which can include full name, birth date, Social Security Number, address, phone number, any account number or other personal information) is used or transferred by another person for unlawful activities.] Ask students if they think identity theft is actually a crime. [It is a federal crime.] Emphasize that identity thieves don’t steal money; they steal a person’s name and reputation and use it for their own gain – which may be, but is not limited to, financial gain. As a result, students are just as vulnerable as anyone else!

B Ask students if they are surprised by The Federal Trade Commission’s estimates.
What is identity theft

Identity theft is a federal crime. It occurs when one person’s identification (which can include full name, birth date, Social Security Number, address, phone number, any account number or other personal information) is used or transferred by another person for unlawful activities. When someone steals your identity it can ruin your credit score, get you in trouble with the Internal Revenue Service (IRS), cost you time and money to fix, and even create a whole, separate “you.”

**GOOD QUESTION:**
What would you do if you discovered someone was using your personal information for his/her personal gain?

**GOOD QUESTION:**
What if that person was someone you knew, like a friend or a family member?

How it happens

Four out of five victims have no idea how an identity thief got their personal information. It can happen quickly and because of something as simple as throwing away a document with personal information. Here are some of the more common ways that identity thieves work:

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mail</td>
<td>Mail can be stolen from your home mailbox, from a postal service mail drop-box, at businesses, and even directly from postal workers.</td>
</tr>
<tr>
<td>Stolen Wallet</td>
<td>Many identity theft victims believe that the identity theft occurred when their purses or wallets were stolen or lost.</td>
</tr>
<tr>
<td>Dumpster Diving</td>
<td>Thieves also steal identities from the trash—this is called “dumpster diving.” It can occur at home or at a business.</td>
</tr>
<tr>
<td>Pre-texting</td>
<td>The thief contacts you through the mail, telephone, or e-mail, and attempts to get you to reveal your information, usually by asking you to “verify” some data.</td>
</tr>
<tr>
<td>Phishing</td>
<td>A phisher sends an e-mail message to an unsuspecting victim instructing the recipient to click on the link to a bank’s web site (provided in the e-mail) to confirm his account information. The link takes the victim to a convincing fake or copy of the real web site. The unsuspecting customer takes the bait and provides the information. The phisher steals the personal financial information.</td>
</tr>
<tr>
<td>Social Networking Websites</td>
<td>Be careful not to disclose too much personal information on your social networking websites—sites like My Space, Facebook, or Twitter. You may not know all of your “friends” as well as you think you do. An identity thief could access a friend’s computer and steal your personal information.</td>
</tr>
</tbody>
</table>
How to prevent it

According to Javelin Strategy and Research, in 2009 stolen wallets and physical paperwork accounted for almost half (43%) of all identity theft. So, what’s in your wallet?

<table>
<thead>
<tr>
<th>What SHOULD be in your wallet or purse:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Driver’s license or other form of state issued identification</td>
</tr>
<tr>
<td>✔ One or two credit/debit cards for that day (don’t write PINs on back)</td>
</tr>
<tr>
<td>✔ Any other personal identification document you need that day only</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What SHOULD NOT be in your wallet or purse: (unless you need the item that day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>❌ Passport ❌ Social Security card ❌ Any form of identification containing your Social Security Number ❌ Extra credit and debit cards ❌ Checks ❌ Passwords or personal identification numbers (PINs) ❌ Account numbers ❌ Health insurance cards ❌ Store loyalty cards ❌ Any other personal identification document you don’t need that day</td>
</tr>
</tbody>
</table>

What to do if you are a victim

It can take up to 5,840 hours (the equivalent of working a full-time job for two years) to correct the damage from identity theft, depending on the severity of the case (ITRC Aftermath Study, 2004). So you need to act quickly when you discover you are a victim of identity theft!

Unfortunately, you’ll have to do a lot of the legwork in your identity theft investigation. There will be many agencies to contact and they’re all important.

How to prevent it

Divide students into small groups of 3-5. Explain that each group has been invited to present a 5-minute presentation on Tips for Teens: How to Prevent Identity Theft. Students can create tip sheets, a skit, a panel presentation, etc. (anything that does not involve the use of technology). Explain that students will be assessed on the usefulness and practicality of their tips, their presentation style and creativity. Students will have ten minutes to create their presentation. When time is up, ask for a group to volunteer to go first. Allow time for every group to present. Have the groups select their favorite presentation by a quick hand vote. [Look for tips such as: do not carry your Social Security card or share your SS; do not carry your PINs or share them; buy and use a cross-cutter shredder; check your credit card statements, bank statements, and phone bills for unauthorized activity; keep credit card, debit card, and ATM receipts in safe place; use secure sites (https) for e-commerce; protect your purse and wallet at all times; confirm the identity of the person to whom you are speaking before ever providing personal information.]

Ask students how they think most identity theft occurs. [Identity theft is moving to more online activities, but a lost or stolen wallet or purse provides easy access for identity thieves!] Review the information provided.

What to do if you are a victim

Ask students if they personally know anyone who has had his/her identity stolen. Explain that it can take up to 5,840 hours or the equivalent of working a full-time job for two years to correct the damage from identity theft. Suggest that if you’re a victim of identity theft, you’ll want to be sure to act quickly and document your activities. The sooner you discover and report the identity theft, the less time it will take to repair the damage.

Review the list of agencies that a victim of identity theft should immediately contact.

If you have decided to show Deter, Detect, Defend, Avoid, do so now.
Lessons Learned

Review the four lessons learned.

So What? Now What?

Have students reflect on steps they can take immediately, next week, or next month to prevent identity theft and then have them write those steps/actions in their workbooks.

Suggested Homework

Assign students the task of sharing at least five tips for preventing identity theft with their families. Students should write the five tips down and then have a parent or guardian sign the paper to acknowledge that the student discussed the tips. Provide a deadline.

Assign students the task of reviewing the Frauds and Scams section at Money 101.

Select one fraud/scam to create a flyer or poster warning of the dangers of the selected fraud/scam. Explain that flyers/posters will be on display. Provide a deadline.

LESSONS LEARNED

1. Identity theft occurs when someone else uses your personally identifying information without your knowledge or permission to obtain credit and more.
2. Identity theft occurs in a variety of ways—the most common is by stealing wallets or purses.
3. The best way to prevent identity theft is making certain your personal information is safe and secure.
4. If you are a victim of identity theft contact all the appropriate financial and law enforcement agencies.

Remember, a thief can be anybody, from a family member to a person across the globe. Once a thief has access to your identity records such as your full name, date of birth, or Social Security Number, the thief can create new accounts, access your current accounts, or change information about you. Stay alert! It can happen to you.

So What? Now What?

How can you use this information to manage and protect your personal information? Take a moment to think seriously about what you can do today, next week, or next month to prevent identity theft and then write it down:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

IDENTITY THEFT RESOURCES

Free Credit Report
1-877-322-8228
www.annualcreditreport.com

ID Theft Affidavit
www.ftc.gov/bcp/edu/resources/forms/affidavit.pdf

For more great resources, Visit Money 101, CICMoney101.org

PAGE 44 – HIGH SCHOOL WORKBOOK – IDENTITY THEFT
PAYING FOR COLLEGE

TEACHER PREP:

- Review this section and create your own time line.
- Review the Good Questions and determine if it will be a reflective question, group discussion question, and/or homework for family discussion.
- Review the Paying for College course at Money 101, CICMoney101.org
- Download the master set of sample award notifications from the Facilitator Dash; make copies so that each group of 3-5 students can have a set; review the Answer Key.
- Familiarize yourself with College in Colorado’s SLOPE calculator (https://secure.collegeincolorado.org/Financial_Aid_Planning/Financial_Aid_Calculators/SLOPE_Calculator/SLOPE_Calculator_-_Calculator_Page.aspx)
- If you are following the order of the workbook and assigned the suggested homework from the Identity Theft section, be prepared to review.
- Consider your own planning for paying for college: How did you make the decision to attend college? What things did you consider when you selected your college—cost, location, course of study? How did you pay for college? Did you take advantage of financial aid? Was it a challenge to pay off your student loans? Would you have done anything different? Recognizing that the idea of paying for college may be overwhelming for some or many of your students is important and can help you share this information in a positive manner. Keep in mind that college means any education past high school—be sure to make that point so students are not caught up thinking that this section only applies to students who are planning to attend a four-year college.
Introduction to Paying for College

This section focuses on planning for paying for college. Paying for college is different for every family. Some families plan ahead, others rely on financial aid and the money on hand when the time comes, still others may feel that college is financially out of reach. It's important for students to discover that with planning, education after high school can be within everyone's reach. There is so much information available and this section is just the tip of the iceberg. Use every opportunity to encourage students to access additional information from the Money101 website, as well as both the College in Colorado and CollegeInvest websites.

Suggested timeframe

40 minutes
Getting an education past high school at a trade school, community college, or university will change your life positively in almost all areas: your health, your wealth, your lifetime earnings, your feelings of well being, and even your life span.

Smart consumer

Choosing a college is an important decision. You want to find the college that fits your unique needs, talents, and ambitions. However, the cost of your education is important too. Education is an investment in yourself and you want to be sure that you are investing wisely—and considering all of your expenses. For example, you will want to think about housing, transportation, and living expenses in addition to tuition, books and supplies.

Use student loans wisely

Part of being a smart consumer of higher education is determining whether you will be able to comfortably repay any student loans that you need to borrow. Experts advise that debt repayment costs ideally make up 10 percent or less of your income. If you know what fields you might want to pursue after you graduate from college, even if you have a few that you’re considering, you can use College In Colorado’s SLOPE calculator at www.collegeincolorado.org to find out how much you can comfortably borrow in student loans based on your expected starting salary.

Don’t forget that if you charge on a credit card or borrow from family to attend college, those loans will need to be repaid as well. Also, most federal student loans have lower interest rates than other loans or credit cards and offer repayment options that may be helpful when it’s time to start paying back the loan. If you’re planning to borrow, always consider federal loans first!

Tips for Stretching Your College Dollars

1. Go to your local community college for your first two years.
2. Consider an in-state publicly supported school because tuition is usually less than at private or out-of-state schools.
3. Get a part-time job or work-study on campus so that you don’t have to borrow as much in student loans and you may be able to pay as you go.

Use student loans wisely

Explain that it’s important to be a smart consumer when it comes to student loans. Experts advise that debt repayment costs ideally make up 10% or less of your income. Ask students to indicate by a show of hands how many of them have an idea of what career they want to pursue. Ask that group of students if they have any idea of their potential starting salary. Encourage students to access College in Colorado to learn how much they might make in their chosen field, and then access CIC’s SLOPE calculator to find out how much debt they may be able to more comfortably repay. SLOPE stands for Student Loans Over Projected Earnings—the ratio of your student loan debt to your first year income. In other words, the SLOPE calculator will determine what percentage of your anticipated income from a career choice will be used to pay off your student loans each year after you graduate.

Emphasize that the SLOPE Calculator determines:

- How much interest you will have to repay if you choose to wait to pay interest on an unsubsidized Stafford Loan until after you are out of college.
- How much your monthly student loan payments will be (after adding in the interest).
- What percent of your income will go to paying off student loans based upon a career choice.

Remind students that if they borrow from family or charge on a credit card, they will have to repay those loans at the agreed upon interest rate. Suggest that federal student loans generally offer the lowest interest rates and terms that are better for student borrowers.
Saving

Ask students to indicate by a show of hands how many have money set aside for college. Ask if they contribute to their college savings and if they think that they could or should.

Encourage students to talk with their families about how they will save for college and how much they are planning to be prepared to pay for college.

Compare savings options

Review the seven things to consider before choosing a college savings plan.

Direct students to the product comparison chart at http://www.collegeinvest.org/product-comparison and ask them to compare the options.

529 college savings plans

Explain that financial experts agree 529 college savings plans are one of the best ways to save for college. Created by the federal government to encourage families to prepare for the expense of college, 529 plans offer important benefits that you may not get from other ways to save.

Encourage students to learn more about Colorado’s 529 college savings program program at www.collegeinvest.org.

Financial aid

Ask students to explain financial aid. [Financial aid is money that is given, borrowed, or earned to pay for college. This money comes in the form of grants, scholarships, work-study jobs and loans.]

Who’s eligible?

Ask students to indicate by a show of hands if they think they are eligible for financial aid. Review the eligibility requirements. Emphasize that all students are eligible for some type of financial aid if they meet these requirements.

Saving

Saving for college is important because it sets up an expectation of college. By saving for higher education, you are showing your family or yourself that you are really going to college. Making that plan ahead of time can be a very powerful motivator.

Compare savings options

When comparing college savings vehicles, there are many features and options to consider. Here are a few things to think about before you dive in to a college savings plan:

1. How convenient and accessible do you want your money for college to be?
2. What are the minimum and maximum deposit levels?
3. What are the balance requirements?
4. Are there penalties for early or non-qualified withdrawals?
5. Who will own the account – the person going to college or the person contributing the money?
6. Are there fees for transferring money to other accounts?
7. Are there service charges?

529 college savings plans

Experts agree 529 college savings plans are one of the best ways to save for college. Created by the federal government to encourage families to prepare for the expense of college, 529 plans offer important benefits. 529 plans are more than just savings accounts. They offer tax benefits you can’t get from other ways to save.

- Your savings grow tax-free
- You can use your savings at colleges nationwide

Colorado’s 529 college savings program from CollegeInvest

CollegeInvest 529 College Savings Plans offer unique tax benefits, including a Colorado state income tax deduction for Colorado residents, tax-deferred growth, and tax-free withdrawals when funds are used for qualified higher education expenses.

CollegeInvest offers a variety of options, from growth-oriented equity options to more conservative fixed income options. We help deliver a plan that works for you. CollegeInvest is the only 529 program that qualifies for a Colorado State income tax deduction. As a Colorado resident, every dollar you contribute to any of our 529 plans can be deducted from your Colorado State taxable income.

You can open an account with as little as $25 and contribute $15 or more as often as you choose.

To learn about CollegeInvest’s 529 program, its objectives, risks, charges, limitations, restrictions and qualifications regarding the Plans’ benefits and potential tax advantages, please read the Program Disclosure Statements (PDS) available at www.collegeinvest.org. Also, check with your home state to learn if it offers tax or other benefits for investing in its own plan. Administered and Issued by CollegeInvest.

Financial aid

Paying for college starts at home—with you and your family. There are options to help students and families afford an education. These options are called “financial aid” and help make college a reality for millions of students each year. Most undergraduate students receive some kind of financial aid. Financial aid is available for full-time and part-time students. If you are planning to go to college in the fall, you should apply for financial aid in January or early February of the same year. You don’t need to wait until you’ve decided where you’re going to school. Schools can run out of financial aid and much is given on a first-come, first-served basis. So the earlier you apply the better!

Financial aid is money that is given, borrowed, or earned to pay for college. This money comes in the form of grants, scholarships, work-study jobs and loans. Most of it is awarded based on financial need but some of it comes in the form of scholarships based on merit.

Who’s eligible?

All students are eligible for some type of financial aid if they meet the following requirements:

- Are a U.S. citizen or eligible non-citizen
- Have a valid Social Security Number
- Comply with Selective Service registration if male, age 18-25
- Have a high school diploma or a General Education Development (GED) Certificate or pass an approved ability-to-benefit (ATB) test
- Be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program at a school that participates in federal student aid programs
Free Application for Federal Student Aid (FAFSA) •

The FAFSA is the first step to getting financial assistance for college. The FAFSA is the link between you and your financial aid. It helps the financial aid office at your college understand your family’s financial picture. Plan to fill it out every year you want to be considered for aid. Once you get the hang of it, it’s not that bad! FAFSA is FREE and is the universal application for financial aid at all eligible colleges and universities. It is available to complete on-line in English or Spanish.

College Opportunity Fund (COF) •

While COF is not considered financial aid, it’s a way for in-state students to get a break on tuition at Colorado state schools. All Colorado residents who attend a public college or university are eligible for this stipend. But, you must register for it. You only need to register once and you can do it anytime after your 13th birthday. Because COF is not financial aid, students who meet residency eligibility requirements will receive it regardless of income or academics.

Financial aid time line •

This is a general progression of events related to the financial aid process. It can begin as early as a student’s sophomore or junior year. The earlier you start planning for paying for your college education, the better your chances are at acquiring the maximum aid you need.

Free Application for Federal Student Aid (FAFSA) •

Have students read the information provided. Be prepared to answer questions.

Optional activity: Students can complete the FAFSA 4Caster tool to learn how much aid they may be eligible for in the future. This knowledge can better prepare them for college expenses. Ask students to visit FAFSA4Caster.ed.gov to use this tool. Students can estimate income and tax information. Allow 20 minutes to complete the tool. Ask Students if they were surprised by what they learned. Encourage students to use this tool with their parents to get a more accurate idea of how much aid might be available for them for college.

College Opportunity Fund (COF) •

Ask students to indicate by a show of hands how many of them have registered for COF. Have students read the information provided. Emphasize that students must register to receive this benefit and they can register any time after their 13th birthday.

Award notifications •

Schools will send you award notifications showing how much and what types of aid they are able to award you. After you receive these notifications from each of the schools, compare them to better understand your true out-of-pocket cost for attending each school.

GOOD QUESTION: How important is college for your financial future?

Check out the “Compare Award Packages” tool at CICMoney101.org

Award notifications •

Explain that schools will send student award notifications showing how much and what types of aid they are able to award. Emphasize that not all award notifications are equal—they can look very different!

Divide students into small groups of 3 to 5. Explain that each group is going to take on the role of a college advisor. Each group will receive the same three award notifications and the groups must review each letter to identify the best option for their student. Distribute the sample award notifications and allow 15 minutes for students to complete this activity. When time is up, ask each group to state which award notification they would recommend to their student. Tally the votes on the marker board or flip chart. Once you have tallied the votes, ask for volunteers to defend their recommendation. Guide students to the best recommendation if necessary. [Refer to the Answer Key posted on the Facilitator dashboard.

Encourage students to compare their own award notifications to better understand out-of-pocket costs and financial aid awards of both gift aid (scholarships and grants) and self-help aid (loans and work-study) awarded by each school.

Emphasize that a good rule of thumb is to not borrow more than you’ll make in the first year working after graduation.

Financial aid time line •

Review the time line and emphasize that the sooner students start planning for paying for college, the better their chances are of acquiring the maximum aid they need.

For the second time, pose the Good Question: How important is college for your financial future? Explain that higher education is the most direct, and in some cases, the only path to achieve higher financial and life goals. Encourage students to spend time reviewing the information about scholarships, grants, work study, and more at www.educationcents.org.
Lessons Learned

Review the four lessons learned.

LESSONS LEARNED

1. It’s important to consider all of the costs of attendance and to shop around for the best value.
2. Establishing a savings account for college is important not only to pay for college, but also to motivate you to reach your goal of attending college.
3. A critical step in the financial aid process is to complete the FREE Application for Federal Student Aid (FAFSA).
4. It pays to start the financial aid process as early as your sophomore year.

So What? Now What?

Ask students to think about steps they can take immediately, next week, or next month to pay for college and then have them write those steps/actions in their workbooks.

Suggested Homework

 Assign students the task of registering for COF (if they have not already done so and they are at least 13 years old). Provide a deadline.

 Assign students the task of using the SLOPE Calculator. Students will first need to complete steps 1 & 2:

 Step 1: Explore a career you are interested in pursuing. Write down the average starting salary for your chosen career.

 Step 2: Select a college that will prepare you for your chosen careers and estimate how much financial aid you may need to pay for your chosen college.

The final step in this assignment is to use the SLOPE calculator to determine the cost of paying for college. NOTE: This assignment is not meant to discourage students; it is designed to give students awareness of the cost of paying for college and to encourage them to be aware of college costs and financial aid options. Provide a deadline.

PAYING FOR COLLEGE RESOURCES

Colorado’s 529 College Savings Program
www.collegeinvest.org

Free Application for Federal Student Aid
http://www.fafsa.gov

College Opportunity Fund (COF) and Career and Educational Guidance
www.collegeincolorado.org

For more great resources, visit Money 101 at CICMoney101.org
<table>
<thead>
<tr>
<th>Glossary Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>529 College Savings Plan</strong></td>
<td>These state-sponsored college savings plans were established by the federal government in Section 529 of the Internal Revenue Code to encourage families to save more for college. They have important benefits you can't get from other savings plans, making them one of the best ways to save for college.</td>
</tr>
<tr>
<td><strong>Ammortization</strong></td>
<td>Process that calculates the monthly loan payment you'll have for a loan. This will include interest and the principal outstanding balance, along with a defined length of time (usually 24, 36 or 48 months).</td>
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<tr>
<td><strong>Annual Fee</strong></td>
<td>A fee charged on an annual basis by the credit card issuer to the cardholder to help cover the cost of maintaining the cardholder's account.</td>
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<tr>
<td><strong>Annual Percentage Rate (APR)</strong></td>
<td>The percentage cost of credit on an annual basis, which must be disclosed by law.</td>
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<tr>
<td><strong>Application Fee</strong></td>
<td>A fee charged by a credit card company, bank/credit union, or other lender for processing your application for credit.</td>
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<tr>
<td><strong>Balance Transfers</strong></td>
<td>The transferral of an outstanding balance from one credit card to another credit card account. Typically people do this to receive a lower interest rate on their outstanding balance - transferring from a higher interest rate credit card to a lower interest rate credit card.</td>
</tr>
<tr>
<td><strong>Bankruptcy</strong></td>
<td>A state of being legally released from the obligation to repay some or all debt in exchange for the forced loss of certain assets. A court's determination of personal bankruptcy remains in a consumer's credit record for 10 years.</td>
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<tr>
<td><strong>Bonds</strong></td>
<td>Certificates representing the purchaser's agreement to lend a business or government money on the promise that the debt will be paid—with interest—at a specific time.</td>
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<td><strong>Budget</strong></td>
<td>1) A spending plan. 2) A record of projected and actual income and expenses over a period.</td>
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<td><strong>Cognitive Behavioral Therapy</strong></td>
<td>A branch of psychology concerned with mental processes (perception, thinking, learning and memory) that are connected to sensory stimulation and the overt expression of behavior.</td>
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<tr>
<td><strong>Collateral</strong></td>
<td>Property that a borrower promises to give up to a lender in case of default.</td>
</tr>
<tr>
<td><strong>College Opportunity Fund (COF)</strong></td>
<td>All Colorado residents who attend a public college or university are eligible for this stipend. But, you must register for it. For more info and to sign up, visit <a href="http://www.collegeincolorado.org">www.collegeincolorado.org</a>.</td>
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<tr>
<td><strong>Compound Interest</strong></td>
<td>Interest credited daily, monthly, quarterly, semi-annually, or annually on both principal and previously credited interest.</td>
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<td><strong>Consumerism</strong></td>
<td>The theory that an increasing consumption of goods is economically beneficial.</td>
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<tr>
<td><strong>Convenience Check</strong></td>
<td>A check that works like a personal check except the amount is charged as a cash advance to your credit card account.</td>
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<td><strong>Correlation</strong></td>
<td>A reciprocal relation between two or more things.</td>
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<td><strong>Credit History</strong></td>
<td>The past records of how a person pays his/her credit and who has extended him/her credit.</td>
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<tr>
<td><strong>Credit Score</strong></td>
<td>A statistical measure of a loan applicant’s creditworthiness, which indicates the likelihood of repayment.</td>
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<tr>
<td><strong>Deferment</strong></td>
<td>A postponement of repayment under various, specific circumstances.</td>
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<tr>
<td><strong>Depreciating Asset</strong></td>
<td>An asset with a limited effective life that can reasonably be expected to decline in value over the time it is used.</td>
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<tr>
<td><strong>Diversification</strong></td>
<td>A strategy for reducing some types of risk by selecting a wide variety of investments.</td>
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<tr>
<td><strong>Dividends</strong></td>
<td>Earnings from corporate stock or credit union share accounts.</td>
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<tr>
<td><strong>Down Payment</strong></td>
<td>A payment representing a fraction of the price of something being purchased, made to secure the right to continue making payments towards that purchase.</td>
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<tr>
<td><strong>Earned Income</strong></td>
<td>Earnings from employment, including commissions and tips.</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td>The cost of goods and services, including those that are fixed (such as rent and auto loan payments) and those that are variable (such as food, clothing, and entertainment).</td>
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</tbody>
</table>
Financial Planning
The long-term process of wisely managing your finances so you can achieve your goals and dreams, while at the same time negotiating the financial barriers that inevitably arise in every stage of life.

Financial Professional
A person who provides financial information and advice. Examples include employee benefits staff, bank and credit union employees, credit counselors, brokers, financial planners, accountants, insurance agents, and attorneys.

Fixed Interest
A fixed interest rate loan will carry the same interest rate for the life of the loan. A fixed interest rate will not vary based on market conditions.

Forbearance
Similar to a deferment, a lender may grant a borrower a forbearance in certain circumstances, which would delay payment of their loan, lower the payment amount or allow interest-only payments. Such circumstances include, serving in a national service position or economic hardship. Parent PLUS loan borrowers may be granted forbearance while their children are enrolled in college at least half time.

Free Application for Federal Student Aid (FAFSA)
The first step in getting aid for college, this free application will ask for demographic and financial information to determine the family EFC. Colleges use the results of the FAFSA to award aid.

Garnish
A court-sanctioned procedure that sets aside a portion of an employee's wages to pay a financial obligation.

Grace Period
A time during which a borrower can pay the full balance of credit due and not incur finance charges or pay an insurance premium without penalty.

Grant
Awarded based on need or merit, grants do not need to be repaid. Grants come from federal and state governments, colleges and even private companies or organizations.

Gratification
The pleasurable emotional reaction of happiness in response to a fulfillment of a desire or the fulfillment of a goal.

Gross Pay
Wages or salary before deductions for taxes and other purposes.

Income
Money earned from investments and employment.

Inflation
An overall rise in the price of goods and services; the opposite of the less common deflation.

Insurance
A risk management tool that protects an individual from specific financial losses under specific terms and premium payments, as described in a written policy document. Major types include: Auto, Health, Homeowners, Life.

Interest
1) Cost of borrowing money. 2) Earnings from lending money.

Investing
The act of purchasing securities such as stocks, bonds, and mutual funds with the goal of increasing wealth over time, but with the risk of loss.

Irrational Belief
An assertion, claim or expectation about reality that is false.

Liquidity
The quality of an asset that permits it to be converted quickly into cash without loss of value. For example, a mutual fund is more liquid than real estate.

Money Market Funds
Mutual funds that sell shares of ownership and uses the proceeds to purchase short-term, high-quality securities such as Treasury bills, negotiable certificates of deposit, and commercial paper.

Mutual Funds
Investment companies that pool money from shareholders and invest in a variety of securities, including stocks, bonds, and short-term money market assets.

Needs
Things we must have to survive.

Net Pay
The amount of income after all deductions and taxes are paid. Often known as “take-home pay.”

Opportunity Cost
The value of possible alternatives that a person gives up when making one choice instead of another; also known as a trade-off.

Penalty APR
Many credit cards charge a penalty APR for ANY misstep in using the credit card. For example, if you miss a payment or go over your credit limit, your APR may go from 15% to over 30%. A typical penalty APR is 30-35%.

Phishing
A type of deception which sends an e-mail to a user and pretending to be legitimate to scam the user into giving private information that will be used for identity theft. The e-mail tells the user to visit a website where they are asked to update personal information, such as passwords and credit cards, Social Security Numbers and bank account numbers.

Pre-payment Penalty
Some loans penalize you if you pay it off early. Check to see if a loan has this clause. You want to be able to pay off the loan early if you can—it saves you interest.
<table>
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<tr>
<th>Term</th>
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<tr>
<td>Pre-texting</td>
<td>A type of deception in which the deceiver pretends to be someone else to obtain private information.</td>
</tr>
</tbody>
</table>
| Principal          | 1) An amount of money originally invested, excluding any interest or dividends.  
                       2) An amount borrowed, or an outstanding loan balance. |
| Rational Belief    | An assertion, claim or expectation about reality that is accurate and true. |
| Resources          | 1) A source of supply, support, or aid, esp. one that can be readily drawn upon when needed.  
                       2) Available source of money; a new or reserve supply that can be drawn upon when needed. |
| Return             | The amount earned on an investment, expressed as a percentage of the total investment. |
| Risk               | A measure of the likelihood of loss or the uncertainty of an investment's rate of return. |
| Risk Management    | The process of calculating risk and devising methods to minimize or manage loss, for example, by buying insurance or diversifying investments. |
| Risk Tolerance     | The degree of uncertainty an investor can handle in regard to a negative change in the value of his or her portfolio. |
| Saving             | The process of setting income aside for future spending. Saving provides ready cash for emergencies and short-term goals, and funds for investing. |
| Savings Account    | A financial institution deposit account that pays interest and allows withdrawals. |
| Scarce             | Insufficient to meet a demand or requirement; in short supply. |
| Scholarship        | Awarded for a variety of reasons, often academic or athletic talent or other personal attributes or affiliations; scholarships do not need to be repaid. |
| Series EE Savings Bond | A savings which is a certificate representing a debt. A U.S. Savings Bond is a loan to the government. The government agrees to repay the amount borrowed, with interest, to the bondholder. |
| Simple Interest    | Interest calculated periodically on loan principal or investment principal only, not on previously earned interest. |
| SMART Goal         | A written goal that includes statements that are S=Specific, M=Measurable, A=Attainable, R=Realistic and T=Time-bound. |
| Social Comparison  | When people compare their personal attributes and abilities with those of others who are deemed to be socially better off. |
| Spending Plan      | Another name for budget. (see Budget) |
| Stocks             | An investment that represents shares of ownership of the assets and earnings of a corporation. |
| Term               | The period of time between the beginning of a loan and the expected pay-off date. |
| Unearned Income    | Earnings from sources other than employment, including investment returns and royalties. |
| Unit Price         | Translation of a consumer product price into the cost per standard size or weight. Unit pricing helps the consumer to make price/value comparisons between brands. Unit prices are usually displayed on supermarket shelf tags along with the package price. |
| Variable Interest  | An interest rate that fluctuates with market conditions. Loans with variable interest rates can have different interest rates (either higher or lower) at different periods in time. |
| Wants              | Things we desire for enjoyment or to make life easier in some way. |
| Workers Compensation Insurance | A form of insurance that provides compensation medical care for employees who are injured in the course of employment. |
| Work-Study         | If your school participates in work-study, you may be awarded financial assistance in the form of part-time employment on campus or at designated off campus sites. Work-study funds are earned by you to use toward the cost of your education and do not need to be repaid. |