

FLiP [Financial Literacy Program]

Appendix

Money Matters Pre/Post Test

- 1.) A cell phone is considered what kind of goal?
 - a. Short term
 - b. Long term

- 2.) Please circle which items are considered a "need?"
 - a. Car
 - b. Television
 - b. Groceries
 - c. Clothes

- 3.) What is the best way to save?
 - a. Don't buy anything
 - b. Make a budget plan
 - c. Pay yourself first
 - d. Both B & C

- 4.) What is the difference between gross income and net pay?
 - a. There is no difference
 - b. Gross income is the payment before deductions and net income is payment after deductions.
 - c. None of the above

- 5.) What is the difference between a debit card and a credit card?
 - a. There is no difference.
 - b. One pulls from money you already have and one is a loan.
 - c. Credit cards can only go to \$100 and debit cards have no limits.
 - d. All of the above.

- 6.) What is the difference between a bank and a credit union?

(Short answer)

7.) What is interest?

- a. Price you pay for borrowing money
- b. Free money given to you by the bank
- c. An account for retirement
- d. None of the above

8.) What is the difference between stocks and investments?

(Short answer)

9.) What is the best way to plan for college?

- a. Look at your talents and hobbies
- b. Save money
- c. Look at colleges that interest you
- d. Look for financial aid, scholarships or grants
- e. All of the above

10.) What's the best way to start a business?

(Short Answer)

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(Short answer)

Banks have a lot of locations and are for profit. Credit Unions are not for profit and belong to the Cooperative Financial Institution.

- 7.) What is interest?
 - a. Price you pay for borrowing money
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 - c. An account for retirement
 - d. None of the above

8.) What is the difference between stocks and investments?

(Short answer)

Stocks are pieces of a company that the public can buy. Investments are when you put money away so that you can earn more over time.

9.) What is the best way to plan for college?

- a. Look at your talents and hobbies
- b. Save money
- c. Look at colleges that interest you
- d. Look for financial aid, scholarships or grants
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10.) What's the best way to start a business?

(Short Answer)

Make a business plan and budget

FLiP SURVEY

AGE: _____

CLUB SITE: _____

FACILITATOR: _____

1. On a Scale of 1 - 10 how much did you know about finances before this course?

1 2 3 4 5 6 7 8 9 10

2. What is the thing you will always remember about this course?

3. On a Scale of 1 - 10 how much fun was the course?

1 2 3 4 5 6 7 8 9 10

4. On a scale of 1-10 how much knowledge did the teacher have on the topics

1 2 3 4 5 6 7 8 9 10

5. What would **YOU** do to make the class more effective or fun?

6. On a scale of 1 – 10 how much do you think you improved your knowledge of finances

1 2 3 4 5 6 7 8 9 10

7. Do you think what you have learned in this course will help you in the future? Why?

8. If you have any other comments please write them.

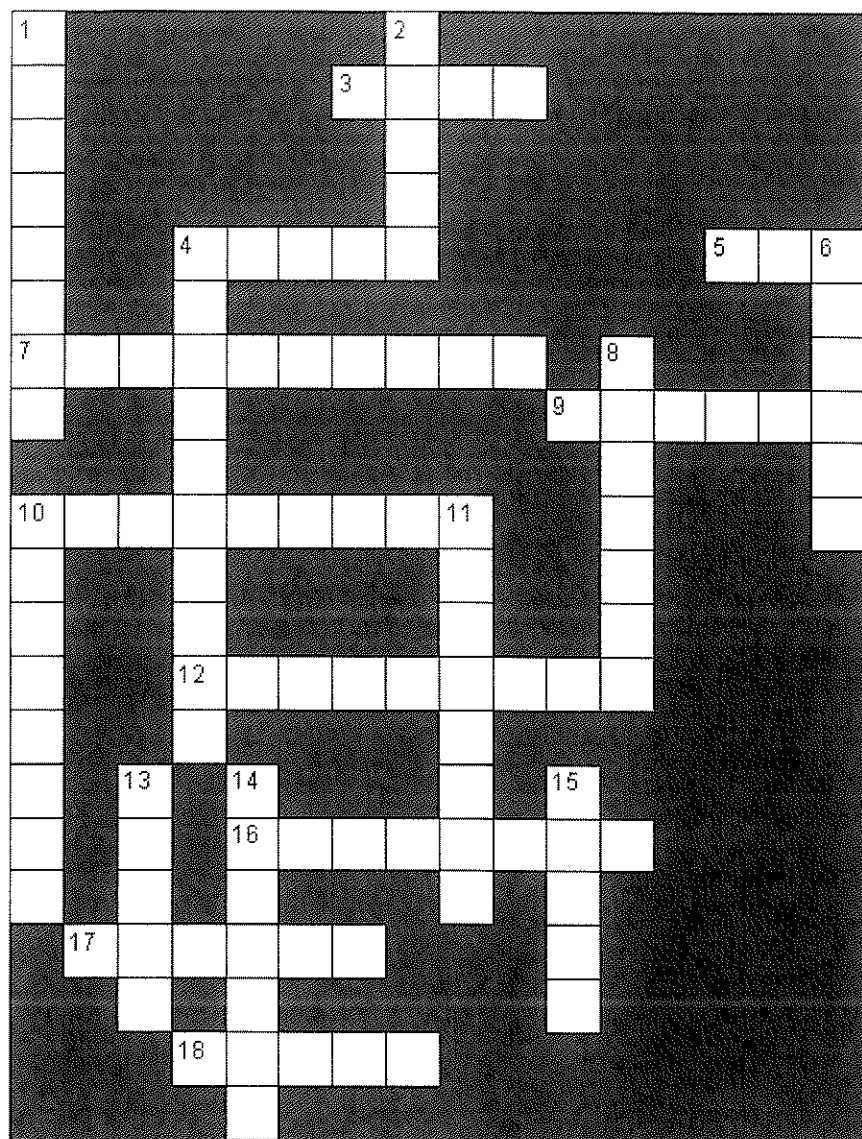
Money word search

F T Y A S K N A B K K M P E Q S
Q I I G S U J M U T T T M E U E
K S V F W I C U H O S I S X C M
S O A N O X P W M E D R D N B D
D P B V G R I A R T O N A E W F
E E B I W B P E Y D A N K W R O
E D T L N R T W N E I M I Z Y C
N A C A L N A E M F E T E C B S
N Q O M I R I H F T H I N U M W
F L J Z U Q F Z Y D N E D M S U
D S T N A W Q U R C R G P G C E
U D V X Z Q T A O R E X N F Y X
D N I A S B W M U T C I J O E S
U A O T E R E C O G V V O C N F
I F V D P M W C U A I I X L O X
H T W U C H X P S Q I P F V M K

ATM
CREDIT
DEPOSIT
INCOME
MONEY
PROFIT
WANTS

BANK
CURRENCY
ENDORSE
INTEREST
NEEDS
SAVINGS
WITHDRAW

BUDGET
DEBT
FINANCE
LOAN
PAYEE
TAX



Across

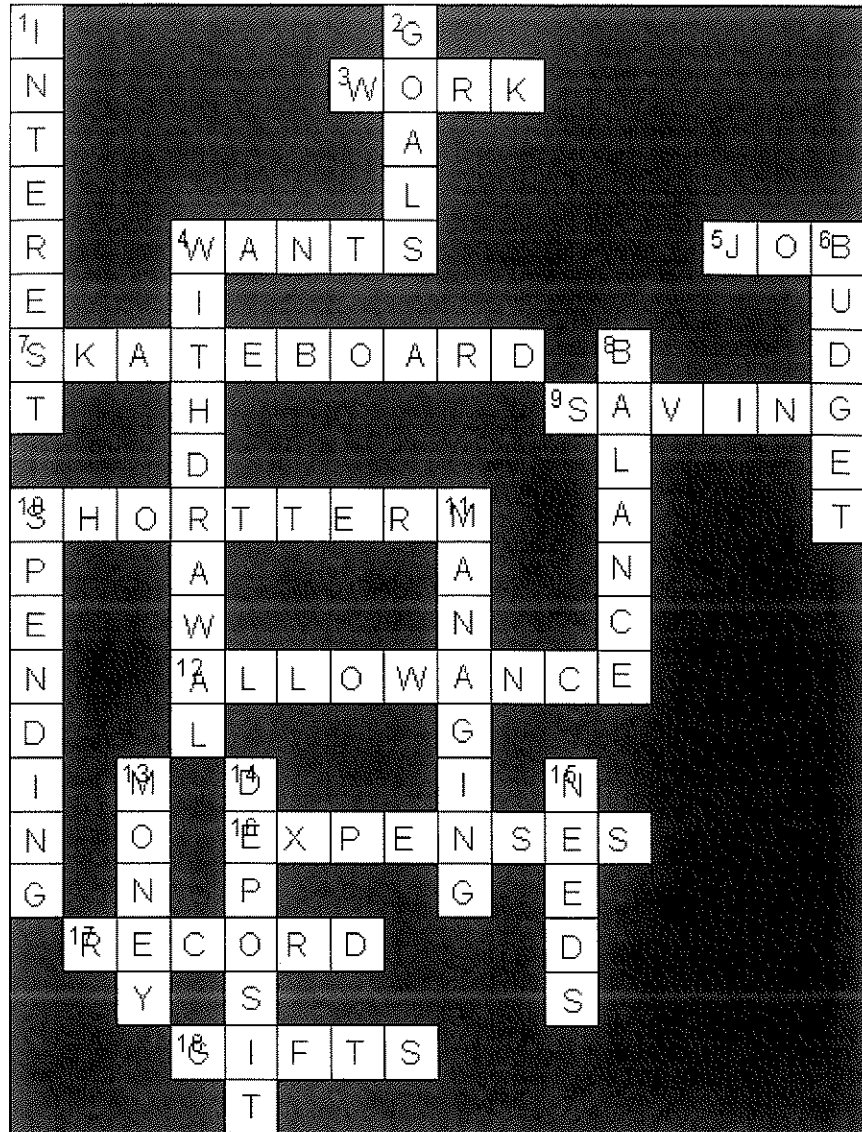
3. Most people have to do this in order to get money.
4. Things you would like to have are called _____.
5. You can make extra money by getting a _____.
7. Something with four wheels that might be your long-term saving goal.
9. When you set money aside, you are _____ it.
10. Things that you want to buy in the near future are called _____ items.
12. Money you get from your parents for doing chores around the house is called _____.

16. Sometimes you expect these, sometimes you don't. Either way they require money.
17. It's important that you keep a written _____ of your spending and saving.
18. Another way kids get money is by receiving these from relatives or friends.

Down

1. By putting money into a bank account, you will earn money, which is called _____.
2. In order to create a saving plan for yourself you need to set some saving _____.

4. A _____ is when you take money out of your savings.
6. You create this to keep track of how much money you can spend.
8. The amount of money you have in your savings is known as your _____.
10. When you buy something, you are _____ your money.
11. Keeping track of your cash is also called _____ your money.
13. Pretty much everything you need, want or do requires what?
14. When you put money into your savings, you are making a _____.
18. Things that are necessary.



Money Matters: Make It CountSM

“Budget Basics”

Objective:	To help youth understand the difference in needs versus wants.
Target Audience/Age Group:	Ages 10-12
Time to Complete:	45 minutes
Materials Needed:	Needs vs. Wants Worksheet

Activity Overview: A budget is a document that helps you make decisions of what to purchase by determining your needs versus your wants. It is a tool that helps you realize what you can pay or purchase because it shows your income and expenses on one sheet. Also, a budget should be monitored on an ongoing basis.

When developing your budget, the first step is the *10 percent rule*. That means setting aside a dime of every dollar you earn or receive for savings. Once you have set aside your first 10 percent for savings, you then budget for the things you need. If there are funds remaining, you may purchase things you want. For example, as adults, we should buy groceries and pay for transportation expenses first before buying new clothes or going out to dinner with friends.

Needs are things that are necessary for our existence, such as food, clothing, and shelter. Wants are simply things that we desire but are not necessary, such as video games, going to a football game, or going to a movie. If you learn to budget your income well then you'll have funds to buy the things you want, even if you have to put money aside a little at a time (save) to get them.

Today we will play a game to learn the difference between needs and wants.

Activity:

- Before beginning this activity, please clear the space of all chairs and other items that may be a safety hazard.
- As you stand in the middle of the room, facing the group, ask the members to stand in front of you.
- Share with them that the right side of the room is for “needs”; while the left side is for “wants”.
- Explain to them that you will call out an item. They are to move to the right side of the room if they think the item is a need and move to the left side if they think the item is a want.

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- Remember to caution the members to be safe as they move to their designated places.
- Once the members have made their selections, allow the two groups 1 minute to discuss why they think the item is either a need or a want (whatever their selection is).
- After 1 minute, ask for one person from each group to share their explanation.
- Share the correct answer with the group and explain to the members why the answer is correct.
- Repeat this process until you have gone through all of the items.

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Needs (N) versus Wants (W) Worksheet

1. School Supplies (N) - School supplies, such as pens, pencils, and paper are definitely necessary to complete your assignments, both at school and at home.
2. Air Jordan's (W) – Shoes are necessary but not name brand shoes.
3. Sports Car (W) – Transportation to school, work and other places is necessary but it does not have to be a sports car. There are other forms of transportation, such as an inexpensive, pre-owned car or public transportation.
4. Food (N) – Food is necessary for us to maintain life and have energy.
5. Wii Game System (W) – Video games are fun and having fun is important. However, video games are not necessary.
6. Toiletries (N) – Things like toothpaste, tissue, shampoo and soap are necessities.
7. Going to the Movies (W) – Entertainment is definitely exciting but it is not necessary. We should only engage in entertainment after we have covered our needs.
8. Designer Jeans (W) – Clothes are necessary but they do not have to be name brand clothes.
9. Shelter (N) – Shelter is definitely necessary, whether it is an apartment or a house.
10. Cell Phone (N/W) – A cell phone, if used for calling or texting friends is a want. However, if used for emergencies or staying connected to parents/guardians who may be at work, it is a need.
11. Utilities (N) – Items like electricity, gas, and water are necessities.
12. Backpack (N) – A backpack is necessary to carry your books and your personal belongings.
13. MP3 Players (W) – This is a great item to have but not a need.
14. Clothing (N) – Clothing is definitely a need.

Money Matters: Make It CountSM

Savings Basketball: “Give it your best shot!”

Objective:	Youth will learn the importance of savings and banking
Target Audience/Age Group:	Ages 10-12
Time to Complete:	45 minutes
Materials Needed:	Handout “Banking and Savings Questions and Answers”, Basketball, Flipchart Paper, Markers, Diagram of a Basketball Goal, Tape.

Activity Overview: Saving is important because it helps to ensure that you have enough money for the things you need like food, clothes and shelter. Saving is also a way to purchase items that you may want but do not have the money to purchase them now, like an iPod or a Wii game system.

The best way to save money is to start a savings account at a bank or credit union. Banks and credit unions are financial institutions that provide a safe place to keep your money and an opportunity to earn money or interest on the money you put in the bank. So, when you are ready to withdraw your money, you will have more money than what you deposited. Banks and credit unions offer many of the same products and services like savings accounts, checking accounts, ATM/debit cards, credit cards and loans. .

So, let's play a game of basketball to help you *learn* more about saving and the banking process.

Activity:

- Take the group to the gymnasium.
- Divide the group into two teams, the “home” team and the “visiting” team. Allow the teams to select names if they wish. **[No more than six (6) people on a team.]**
- Explain to the members that they will each be given a “shot” at answering a question about saving and banking to learn more about the topics. **Each “shot” is worth two (2) points.**
- Also explain that each member will be given **only 5 seconds to answer** the question before the opposing team is given a chance to rebound, by answering the question correctly.
- Using the flipchart, write the teams’ names on the paper for scoring purposes.

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- Beginning with the “visiting” team, the first player will answer a question from the “Banking and Savings” handout.
- After the members give answers to their specific question, allow them to take a real shot at scoring a basket on the goal that is in the gym. *Note: If the Club does not have a gym, the facilitator can tape a diagram of a basketball goal on the flipchart paper and write the team names on each side of the diagram.*
- If the member answers correctly, congratulate him or her on scoring a basket and record the points for that team.
- If the member answers incorrectly, the other team can rebound the question and score by answering the question correctly.
- After each score (correctly answered question), the opposite team gains possession of the question.
- Continue this process until each member on each team has been given a “shot” to score by answering a question about saving and banking.
- The team with the most points at the end of this process wins the game.
- After each question and answer period, spend time discussing the correct answer, ensuring each member understands the concept.

Money Matters: Make It CountSM

Banking and Saving Questions and Answers

1. [TRUE OR FALSE]: A bank is a place where you can deposit money to keep it safe. **[TRUE]**
2. [TRUE OR FALSE]: A credit union is similar to a bank. **[TRUE]**
3. [TRUE OR FALSE]: It is better to save your money in a piggy bank or in a shoe box than at a bank or credit union. **[FALSE]**
4. [TRUE OR FALSE]: The amount of money that a bank pays a customer for allowing the bank to keep their money is called taxes. **[FALSE, it's called interest]**
5. [TRUE OR FALSE]: An account at a bank or credit union that holds your money is a savings account. **[TRUE]**
6. [TRUE OR FALSE]: When you place your money in your account at a bank, you are making a deposit. **[TRUE]**
7. [TRUE OR FALSE]: When you take money out of your account at a bank, you are making a withdrawal. **[TRUE]**
8. [TRUE OR FALSE]: When I get money for my birthday or for other special occasions, I should spend all of it on something I have always wanted. **[FALSE]**
9. [TRUE OR FALSE]: An account that allows you to pay bills and pay for items purchased by writing a paper form of payment is called a checking account. **[TRUE]**
10. [TRUE OR FALSE]: The longer my money stays in a savings account, the more money I will have when I withdraw it. **[TRUE]**
11. [TRUE OR FALSE]: In order to save money, I should practice saving 10 cents of every dollar I earn? **[TRUE]**
12. It is important to save because: a) it allows you to have money to purchase the things you need; b) it allows you to purchase items you want but may not have money for them now; or c) Both. **[Both]**
13. Where is the best place to keep your money: a) in a bank or b) under a bed? **[A Bank]**
14. When should you begin to save: a) when you are young or b) when you are older? **[When you are young because you'll have more money and it will have earned more interest!]**
15. If I want to start saving money, I should: a) start saving from money given to me at birthdays or special occasions; b) ask to do extra chores or jobs to earn money, like cutting the grass or doing the dishes; or c) Both. **[BOTH]**

Money Matters: Make It CountSM

Financial Goal Setting: “Window to Success”

Objective:	Youth will understand the importance of financial goal setting.
Target Audience/Age Group:	Ages 10-12
Time to Complete:	45 minutes
Materials Needed:	Handout “Window to Success”, Magazines, Glue, Scissors

Activity Overview: Setting financial goals is a first step in planning/designing your personal budget. If you know what you want to do with your money in the future, it will help you spend wisely and save to purchase important items you want now, like a new game cartridge for your X-Box game and other big items like college in the future. Goal setting, budgeting, and saving allow you to develop a plan for achieving what you desire.

Goals can be *short-term* (things you'd like to accomplish within one week to three months), *medium-term* (things you'd like to accomplish within three months to three years) or *long-term* (things you'd like to accomplish within three to five years). When setting goals, keep in mind that they are to be **S.M.A.R.T.** goals, **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**imely.

Activity:

- Give each participant a “Window to Success” handout.
- Distribute scissors, glue, and a variety of magazines.
- Ask members to name items they will need for school within the next week to three months.
- Ask them to find one of those items in the magazines and place that item in the top left section of their window.
- Next, have the members find three more items from the magazines to complete their individual windows. These items should include: 1) a picture of an item they'll need in junior high or high school; 2) a picture of their favorite hobby; and 3) a picture of what they would like to be when they finish college.
- Note: Staff should explain how their hobbies can help them pay for college education through scholarships.
- Once they have found these items, they are to cut them out and paste them in the other three sections of their windows.

Money Matters: Make It CountSM

- Ask members to volunteer to show and explain each section of their “Windows to Success”.
- Say to the members: “Saving a portion of your income each time you receive a paycheck gives you a way to reach your goals in life. Savings help you make sure you have money for emergencies and to pay for large things like school clothes, a car, or even college. Budgeting and saving at a young age is better because you develop good money management skills and you will have more money to work with when it is time for you to pay for the items for which you have budgeted.”
- Explain to the group that all of the items they have placed on their window will require them to make a plan, budget and save for them.
- For those members who agree, display their “Windows to Success” around the Club. Others may want to take their windows home to show their parents.

Window to Success

Bank List

Zion's Bank

Murray	Midvale	West Jordan
5595 S. State	159 W. Center St	1835 W. 7800 S.
84107	84047	84088
801-524-8836	801-524-4647	801-576-5355
Amanda Talbot	Joel Marroquien or Yeimmy Regalado	Bridget Julian or Chris Davis

Kearns	Sandy
4135 W. 5415 S.	8955 S. 700 E.
84118	84070
801-524-4951	801-576-5300
Javier Leon or	Myron Dennison or
Heather Pederson	Syd Smith

Mountain America Credit Union

Murray	West Jordan	Kearns
5899 S. State	6761 Redwood Road	5471 S. 4015 W.
84107	84084	84118
801-545-7000	801-270-0570	801-967-6100
Lindsay Ellsmore	Linda Lewis	Amanda Tafoya-Arias

Key Bank

Murray
5101 S. State St
84107
801-281-1044
Jake Chang

Jordan Credit Union

Midvale	Sandy
658 W. Center St.	9260 S. 300 E.
84047	84070
801-565-1212	801-566-4195
Brandon Mower	Brad Clegg

College List

University of Utah

201 Presidents Circle

84112

801-581-6295

Kristy Ekins Admissions Office

Salt Lake Community College

4600 S. Redwood Rd.

84123

801-957-4290

Lola Akeripa School Relations

University of Phoenix

5373 S. Green Street

84123

801-506-4155 holly.heffron@phoenix.edu

Holly Heffron

Westminster College

1840 S. 1300 E.

84105

801-832-2200

Channeline Tek

Art Institute of Utah

121 W. Election Rd.

84020

801-601-4712

Renee McFarland

Create a Business

What to Do

1. Have youth work in teams to develop ideas for a new business and present it to the whole group. Have each team brainstorm ideas for a new business. They should use the Business Plan Form and/or the Business Plan Design Sheet to organize their ideas. Have each team present its business. Let the group vote on the winner.

Teaching Options

- Encourage youth, in planning a new business, to think beyond the usual occupations. For example, have students with skills in arts and sports consider ways they could turn their interests and talents into profit.
- Youth can develop a document, such as a brochure, to interest financial backers in their new business. Writers and artists can work together to present the plans in the best light.
- Explain that an important element of any business plan is accounting for competition. Have students use local resources (such as directories) to ascertain who their competitors would be. Students might add a section to their plan that lists these potential competitors and explains how competition would affect their plans.

Name _____ Date _____

Entrepreneurs Business Plan Form

Business plan for _____

Submitted by _____

1. What product or service will you provide? _____

2. How do you intend to produce this product or service? _____

3. Why are you thinking of starting this company? _____

4. Where would you locate your company? _____

5. When would you expect to open? _____

6. Who are your potential customers? _____

Write a general description of your proposed business and how it would work.

Business Plan Design Sheet

Use the blank space below to draw/design your business or business' logo...

Money Matters: Make It CountSM

Money Responsibility Discussion Cards

Situation 1

You lend part of your allowance money to a friend. Your friend promises to pay you back tomorrow, but doesn't. It is a week later and you need the money. What should you do?

Situation 2

You lend money to a friend. Your friend repays you the borrowed money. A week later, the friend repays you a second time. What would you do?

Situation 3

You and your best friend go to the movies. Your friend wants to buy popcorn and doesn't have enough money. You have some extra money in your pocket. Describe what you would do and why.

Money Matters: Make It CountSM

Situation 4

You spend all of your allowance on video games at the arcade on Tuesday afternoon. Now you don't have enough money for school lunches the rest of the week. How would you solve this problem?

Situation 5

Walking home from school, you find a wallet with \$500 in it. The owner's identification is in the wallet. What would you do?

Situation 6

You find a purse with \$300 in it, but there is no identification. What would you do?

Money Matters: Make It CountSM

Situation 7

You and your friend go to the movies. The price for children 10 and under is half price. You just had your 11th birthday. The ticket seller thinks you are under 10. What do you do?

Situation 8

You use the pay phone at school to call your mother. When you press the coin return, \$15.00 in coins falls out in front of you. What do you do?

Situation 10

Your mother asks you to go to the store to buy two things she needs for supper. She gives you a \$20 bill. When you get home, what would you do with the change?

Money Matters: Make It Count

Suggested Strategies for Teen Engagement



This document lists strategies that other Boys & Girls Clubs have used to adapt the Money Matters: Make It Count materials to fit the teens' current needs, age level and demographics. For ease of reference, the strategies are organized by curricular unit.

Overall Strategies



- **Maintain teen attention:** Use games, visual aids and incorporate movement.
- **Encourage personal involvement:** Ask members to teach units, relate personal stories and apply concepts to their lives.
- **Invite guest speakers:** Shared experience (financial, educational) from volunteers and staff helps teens understand the relevance of the material to daily life.
- **Simulate financial situations:** Use "Club bucks," stores and incentive programs to help the teens apply what they learn.
- **Incorporate examples from the news:** Use stories from the financial news to illustrate the strategies used by entrepreneurs while on their paths to success.

Unit I – Budgeting and Living Within Your Means



Needs and Wants

- Instruct members to make smart purchasing decisions by locating available values/discounts in the marketplace. This practice teaches members how to "stretch" their budgets.
- Encourage members to find best deals available for certain products they wish to purchase. This can be expanded into an activity where members must use a pre-set budget and attempt to have the most money left after making a set list of purchases.
- Ask members to share information on good shopping values with one another.
- Ask members to generate lists of need/want items that are relevant to them.

- Have members participate in a group contribution to potential purchases. Encourage entire group to decide which are “needs” and which are “wants,” and discuss their decisions.

Short-Term, Medium-Term and Long-Term Goals

- Encourage members to make goals that can be easily revised. It is important for members to understand that even the best goals are subject to change. Understanding this can prevent them from becoming discouraged when goals are not met perfectly.
- Emphasize the difference between a reasonable/achievable goal and an unrealistic goal.
- Teach members to create small personal “rewards” for themselves (e.g., treating oneself to a movie, purchasing a “want” or engaging in a favorite activity). This serves to develop intrinsic motivation, which is critical for long-term goal achievement.
- Tie this portion of the unit in with needs and wants, budgeting and college. This will help members make goals to attain the lifestyle they wish to pursue.
- Have members create a visual representation of their short, medium and long-term goals. As members move forward toward achieving their goals, they may reorganize their representation, moving medium-term goals to short-term goals, and long-term goals to medium-term goals.
- Have members use journaling as a way to reflect on their goals and recognize how they change over time.
- Display goals publicly (on a poster board, for example) so that members can track progress towards their goals and be recognized for their progress.

The 10% Rule/Budgeting

- In addition to teaching the benefit of setting aside 10% of gross pay for savings, remind members to avoid using their saved money as a source of free money for “wants.”
- Encourage members to save more than 10% of their earnings when it is available.
- Show members a clip from “The Cosby Show” where Theo was forced to learn about living in “the real world.”
- Present the material as a method to plan for teen-relevant life events such as proms, buying a first car, etc.
- Use real paycheck stubs to illustrate how income is subject to taxation, as well as other deductions (health care, etc.).
- Use examples of the consequences of failing to properly budget (overdraft fees, bounced checks, etc.).
- As a tie-in to college, explain the budget requirements of a college student (books, food, supplies, etc.).
- Discuss teen-centered expenses (car, insurance, school expenses, sports, etc.) rather than, for example, mortgages.
- Include cell phone usage expenses.
- After calculating the amount members could save over time, combine these amounts with interest that could be earned in a savings account.
- Give members a set “income” and ask them to make spending decisions. Discuss.

- Tie budgeting into entrepreneurship to allow for budgeting in the business plan (monthly expenses, start-up costs, anticipated income).
- Allow members to help in the planning of the Club budget.
- Ask members to create a shopping budget for the Club and participate in shopping for items at the local grocery store. After shopping, have members participate in updating the Club budget.

Unit III – Saving and Investing



Advantages and Benefits of Starting to Save Early/Now

- Provide examples of how the power of saving is particularly evident when planning for large purchases. Demonstrate how saving can contribute to making a larger down-payment on purchases such as automobiles or a home, allowing for significant savings on interest over time.
- Illustrate the benefits of savings with regard to short-term financial strains (car breaking down, unexpected expenses, etc.).
- Allow members to compare the interest rates available from multiple local institutions to select the best fit for their financial needs.

Balancing the Account

- Make members aware of the time necessary for transactions to clear a bank account to prevent unexpected fees for overdraft.
- Explain that account balancing is needed for checking accounts and savings accounts.
- Discuss e-banking and paperless transactions. However, emphasize the use of a register because computer balances are not always up-to-date.
- Members can be given a list of potential expenses “paid for” with multiple methods (cash, debit card, check, etc.). They then record each transaction in the proper manner.
- Members can present their records/register as evidence of successful account balancing.

Protecting Your Money in Safe Institutions

- Teach the safety of credit unions.
- Obtain materials from local institutions to illustrate what is available and which products may be more suited to young people.
- Invite a guest speaker from a regional financial institution.
- Members can report the institutions and products they use or intend to use in the future.

Earning Interest/Compound Interest

- Emphasize that withdrawals from interest-bearing accounts should be limited as much as possible to maximize earning.
- Use the online calculators in ways relevant to the members' lives.

Diversification of Investments

- Have members consult with financial professionals to assess their risk tolerance when investing.
- Allow members to perform mock investments in companies with which they are familiar, and track that performance to see who makes the greatest gains.

Unit III – Planning for College



Relationship Between Education Level and Earning

- Teach members about the wide variety of careers available to them after completing a degree.
- Allow members to research careers using the Bureau of Labor Statistics Occupational Outlook Handbook website (www.bls.gov/ooh) to gain knowledge about the earning potential and education required for a wide variety of careers.
- Have members document their career plans and the education necessary to reach their goals.

Ways to Pay for College (All Forms of Post-Secondary Education)

- Explain the purpose of the FAFSA and the potential funding to which this form gives access.
- Explain the criteria used by scholarship judges to award scholarships.
- Use the Internet to investigate the costs involved with a college education.
- Allow members to research how much potential money they could earn through grants/scholarships to pay for college (using fastweb.com, local university scholarships or other Internet scholarship resources).
- Have members complete the Schwab Scholarship application.
- Take members to a local college to meet with a financial aid advisor.
- Have members create a list of the courses they are currently taking in school and determine how these courses can/will prepare them for college.

Relationship Between Education Level and Earning

- Highlight the overall demographics of the neighborhoods served by your Club. Use these to emphasize the need for education during the current economic climate as well as how education can improve members' life outcomes.
- Create a list of several career paths and outline the costs/commitment involved to obtain each career as well as the salary/benefits of each.

Unit IV – Credit and Debt



Importance of Having Credit / Managing Credit and Debt Wisely

- Illustrate the importance of having/building good credit by using stories from the facilitator's own life (whether good or bad).
- Demonstrate the cost of using credit by showing the final realized cost of one purchase using cash versus credit (paid off at different lengths of time).
- Use the Internet as a resource to research credit card advertisements as well as the application process.
- Extend a credit line to the members to be used at the Club store (if available).

Unit V – Entrepreneurship



The Concept of Entrepreneurship

- Use guest speakers from local small businesses to illustrate the rewards and risks of owning and running a small business.
- Ask members to create ideas for business that would meet the needs of their community.

The Concept and Components of a Business Plan

- Have members use the Internet to research start-up costs and the potential marketability of their product(s).
- Have members research requirements for operating permits/licensing to start a business.