

MODULE
01

**MONEY
MANAGEMENT:**
Control Your Cash Flow

WWW.HSFPP.ORG

HIGH SCHOOL FINANCIAL PLANNING PROGRAM
www.hsfpp.org

The image is a collage with a red and white torn-paper effect. It features three photographs: two students looking at a laptop, a young woman sitting on a bench outdoors, and a close-up of a smiling young man. The text is overlaid on a white background that also has a torn-paper effect.



- Display this slide as you transition into the lesson.

www.Spendster.org

- What is the spending habit?
- Is this a sensible or unwise habit? Why?
- How much does the habit cost?
- What else could the money be used for?
- When have you 'wasted' money?

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www.Spendster.org

- ❑ [optional] Show a short video from www.spendster.org to hear a story about someone who bought something but wished the money had been used for something else. [Slide 2] Follow up with a recap of how much was spent on the item(s) and what might have been a better use of that money. Use this to lead into the task.

Alternative: If you are unable to use a Spendster video, share a personal story or ask a student to volunteer a personal situation.

- ❑ Instruct students to take out a scrap of paper and write down what they bought that was overpriced, not worth it, or just a waste of money. Give the students one minute to write down one or two examples of a time they wasted money and then have them hand that in to you.

Game Guidelines:

- Don't talk about other students or teachers.
- Moderator resumes right to reject a slip.

- ❑ Read each response. As time allows, prompt students to estimate how much money was wasted for particular responses and calculate the total cost.

EXTENSION: Check the www.spendster.org website for occasional contests. If the students are able to get the resources they need, challenge them to create videos for a class competition with a guest judge (such as a financial advisor or representative from a local credit union or bank).

Preview

Today we will answer these questions:

- How are your spending habits working for you?
- What are your good (and bad) spending habits?
- What influences how you spend your money?

Use what you learn today to
write a **personal money motto**
to guide your spending habits.

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Student Guide, page 3

Student Learning Plan 1-1

- Transition into the lesson by previewing the Learning Outcomes in the Student Learning Plan. Point out how everyone has good and bad habits when it comes to money. Whether or not someone has little income or a lot of income, the habits can have the same positive or negative impact.
- Inform the students that they will examine their own habits and explore ways to take on more good habits than bad habits so they have money when they need it for something. By the end of this lesson, they should be able to write a code of behavior they will follow to manage their money in a sensible manner.


Meet Michael and Selena

Michael – senior

- Lives at home
- Part-time job
- Responsible for own expenses
- Saving for college

Selena – freshman

- Lives at home
- Occasional jobs
- Gets money from parents



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Student Guide, pages 3-4

- Read pages 3-4 to introduce the students to Michael and Selena who are featured in the Student Guide.

Money Habits page 5

Is the habit sensible or unwise?

- Stopping for fast food on the way home from school every day.
- Putting spare change in a jar every night.

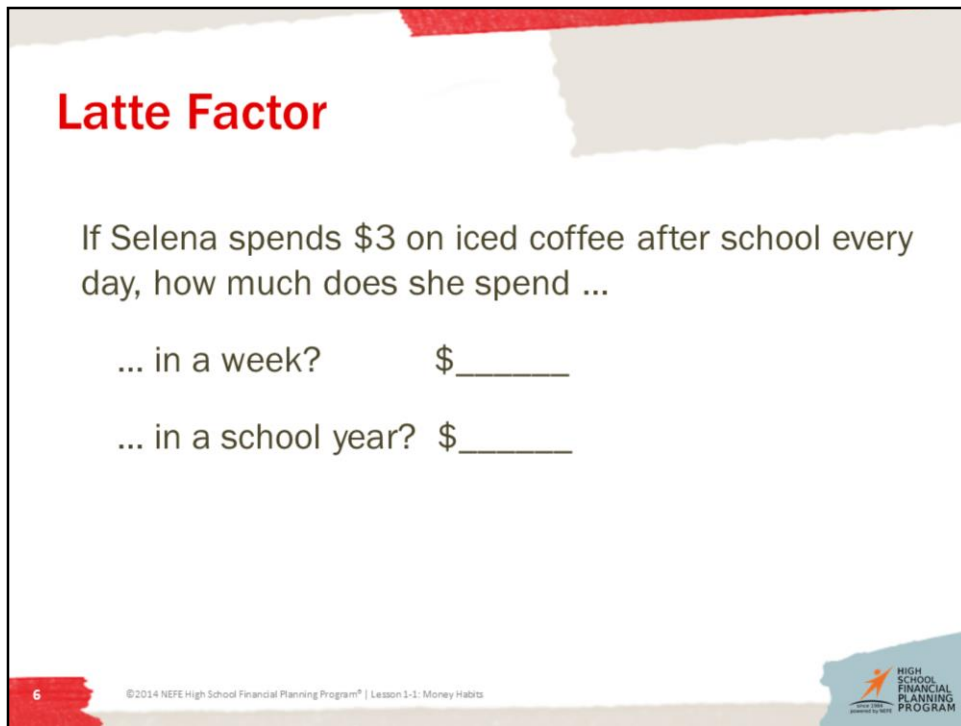
What are your money habits?

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Student Guide, pages 5-6

- ☐ Guide students to complete **Activity 1.1a: My Money Habits** to rate their money habits and predict the possible impact of each habit. Read the two examples (page 5) to get them started, or read about Michael's and Selena's habits (page 6).



Latte Factor

If Selena spends \$3 on iced coffee after school every day, how much does she spend ...

... in a week? \$ _____

... in a school year? \$ _____

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- Student Guide, pages 5-6
- Discuss possible consequences of sensible habits or unwise habits. For example, the possible positive consequence of saving a portion of each paycheck (sensible habit) to later pay for a big-ticket item. The possible negative consequence of going out for lunch every school day (unwise habit) is not having enough money available later to pay for gas that week.
- Guide students to work independently or in pairs to calculate how much Selena will spend on iced coffee.
- Click to show the next slide and check calculations.

Latte Factor

If Selena spends \$3 on iced coffee after school every day, she will spend ...

- ... \$15 in a week ($\3×5 days)
- ... about \$540 in a school year ($\3×180 days)

What else could she have done with that money?

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Student Guide, pages 5-6

- Use this slide to check calculations. Ask students to give examples of other ways that Selena could have used the money during the school year.
- For additional discussion, use any of the following situations as examples:
 - Review the costs featured in the opening Spendster video.
 - Review the costs and consequences of the wasted money situations shared in the opening activity.
 - Invite students to share their responses to Activity 1.1a.

Consequences

How might your **current** spending habits
impact your **future** spending options?

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Student Guide, pages 5, 7-8

- Guide students to complete **Activity 1.1b: My Money Habits** to rewrite their money habits. (page 7)
- Ask students what they spent money on in the past week as they complete **Activity 1.2: My Disappearing Dollars** (page 8).
- Be prepared to use student responses for the next task and for **Activity 1.4: My Wants and Needs**.

Is it a Want or a Need?

Needs

Things that are essential to your health and security.

- Water
- Basic meals
- Place to live
- Transportation to school or work

What else?


Wants

Things that make life more interesting and fun but you can get by without.

- Music
- Snowboard
- Ice cream cone
- Air conditioning

What else?

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Student Guide, pages 10-11

- Hang a WANTS and a NEEDS sign at opposite ends of the room. Arrange students in the center of the room between the two signs.
- Tell the students that you are going to name something (see ideas listed below). Each person should decide whether the item named is a "need" or a "want" and should move to the respective end of the room.
- After everyone has moved to one end or the other, survey a few members from each group. Ask the individuals why they think that item is either a need or want; ask for specific reasons or examples to justify their answers.

Ideas for "want" or "need" items:

- | | |
|-------------------|-------------------|
| - car | - cellphone |
| - Internet access | - business suit |
| - athletic shoes | - laptop computer |
| - glasses | - house |
| - dog | - gym membership |

- Debrief by showing Slide 8 to clarify the difference between a want and a need. Point out that consumers will have different priorities based on individual situations and the potential payoffs of how money is used

EXTENSION: Facilitate a discussion to discern if having Internet service is a need or a want. (For consideration: Internet service can be considered a need if required to complete work tasks relating to a person's financial security. Ask the students if they think that Internet service is a need at home if they can access service at the public library or school to complete school tasks.)

Stop Drop and Think Before You Buy Test

- Do I need this or do I want it?
- If I don't need it, why do I want it?
- Exactly when will I use (or wear) it?
- Can I find it for less somewhere else?
- What will I have to give up or put off by buying this now?

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Student Guide Appendix, page 40

- Read about Michael's want or need situation (page 10). Guide students to complete **Activity 1.4: My Needs and Wants** (page 11). Preview the activity by guiding the whole class to rate Michael's wish list items.
- Introduce the **Stop Drop and Think Before You Buy Test** questions (Student Guide Appendix, page 40) for students to consider before they spend money. As time allows, use student purchases listed in Activity 1.2 or Activity 1.4 to practice answering the test questions.

EXTENSION: As time allows, arrange for students to work independently or in pairs to respond to **Activity 1.3: Why Wait?**

Found \$\$\$

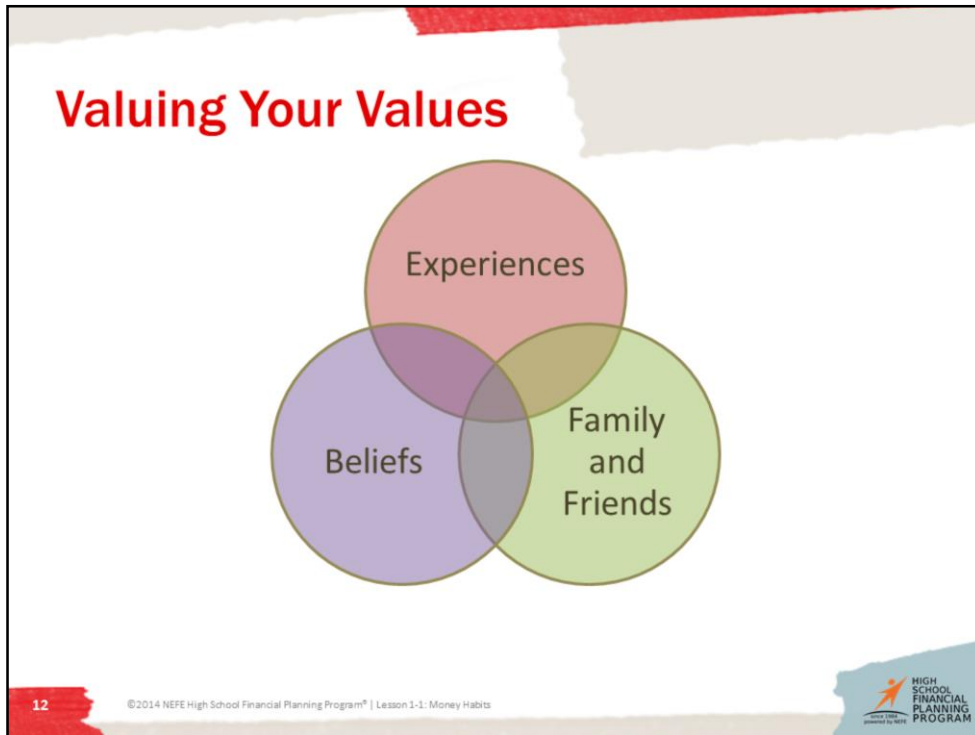
If all of your bills were paid,
and you found an extra \$100,
what would you spend it on?

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- ❑ Facilitate the **Values and Spending Survey**. Make sure students understand they are selecting one of two options every time; they will encounter every possible combination of the ten category options.
- ❑ Have students calculate their results from their number 1 priority, the one circled the most, to their number 10 priority, the one circled the least.

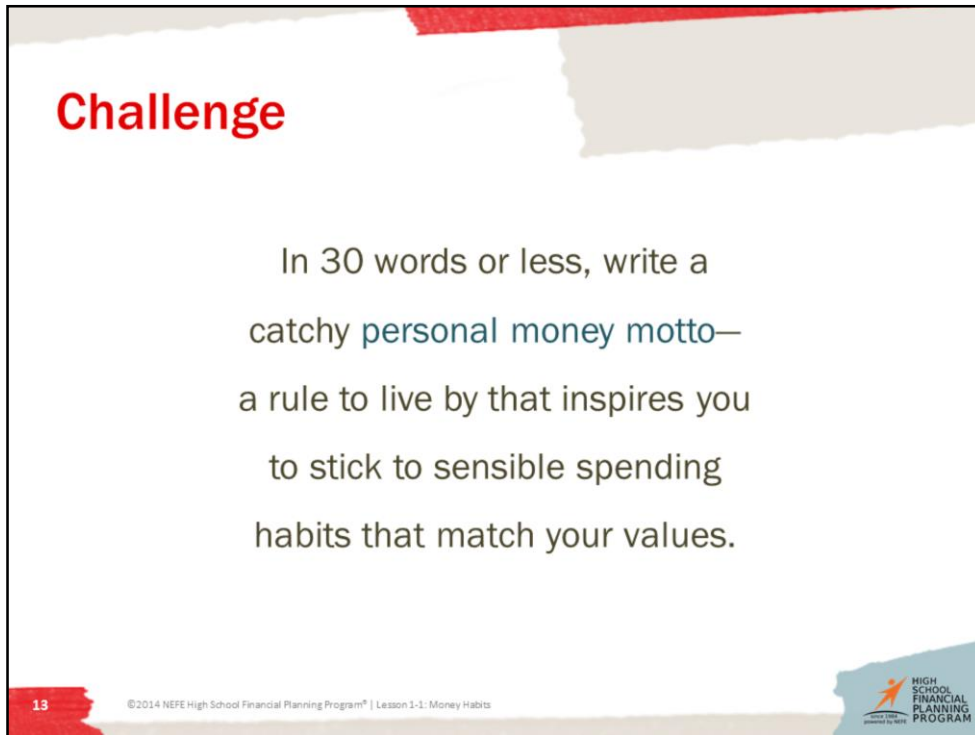


Student Guide, pages 12-13

- ❑ Facilitate a discussion about how values influence our spending habits (page 12). Point out how values differ from person to person. Values will also change as a person moves through life situations such as single to married to single or employed to unemployed.

NOTE: Be sure to impress on students that there are no wrong answers, and that everyone has different values when it comes to money. (This is one reason that money can be such a stressor in a marriage!)

- ❑ Guide students as they complete **Activity 1.5: My Values** (page 13).

A slide with a white background and a torn paper effect at the top. The word "Challenge" is written in red at the top left. The main text is centered and reads: "In 30 words or less, write a catchy personal money motto—a rule to live by that inspires you to stick to sensible spending habits that match your values." At the bottom left, the number "13" is visible. At the bottom right, there is a logo for the High School Financial Planning Program, featuring a stylized orange figure and the text "HIGH SCHOOL FINANCIAL PLANNING PROGRAM".

Challenge

In 30 words or less, write a catchy **personal money motto**—a rule to live by that inspires you to stick to sensible spending habits that match your values.

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- Guide students to review their values and then create a catchy sentence or phrase that expresses a principle to guide their spending habits.

Note: A motto is a short sentence or phrase that expresses a principle, goal, or ideal that guides the actions of an institution or individual (For a word-count guide, point out that the slide contains 30 words.)

Examples of mottos that might be familiar to students:

- *Think Different* (Apple company)
- *All for one, one for all* (The Three Musketeers)
- *To thine own self be true* (Hamlet)
- *Moderation in all things* (Aristotle)
- *It's not whether you win or lose; it's how you play the game.* (Grantland Rice)

