

Thank you for purchasing college-prep materials from DreamCatcher Curriculum, LLC. We appreciate your business and hope that our products meet your needs for assisting students prepare for college. Although our materials can stand alone as a handout for students, the program guide will offer additional information and activities to share with students in a classroom or workshop setting.

The program guide is intended as a rough outline for the topic and can be adapted as you see fit to meet the needs of your program, school, or situation. The guide also includes copy-permissible pages for use in activities as a supplement to instruction. **Please note that color handouts are copyright-protected and duplication in any form is strictly prohibited.** See our website www.dreamcatchercurriculum.com for additional info, resources, and new curriculum topics.

➡ **BEFORE YOU BEGIN:** This workshop requires minimal prep, however, it is strongly recommended that you read and review the program guide along with the handout before meeting with students.

MANAGING MONEY OBJECTIVE & INCLUDED TOPICS

To give students an introduction to money management concepts and basic financial terminology as well as expand their understanding of how to handle money; *Saving Money, Spending Money Wisely, Credit vs. Debit Cards, Investing, Interest Rate, Avoiding Fraud, Growing Money, Paycheck Terminology*

BEFORE THE WORKSHOP/SESSION

This mini workshop is designed for middle school students but it would also work well for lower high school level students since this is an introduction to money management. As a mini topic, the workshop should easily take less than an hour, but you can also supplement the material through discussion, guest speakers, or adding more time for the activities. Review this guide and prepare the additional materials in advance.

STEP ONE TIME: 5-10 MINUTES

Start by asking participants how much they know about managing money. Prepare for answers like, "I don't have any money to manage yet!" (Consider asking attendees to hold up fingers, on a scale of 1 to 10, what their current level of money knowledge would be.) Explain that learning about money *now* will help with being a better money manager *later*. Start with a pre-test to gauge how well your workshop attendees know money basics. For the list of terms below, students can respond with a hand gesture to indicate their current level of knowledge. Provide the following instructions.

I am going to read aloud a list of money-related words. For each of the money terms you hear, determine how well you know the word or concept, if at all. If the word is one you know and understand well, give two thumbs up. If you've heard of it, but don't fully understand, touch your chin (like the thinking emoji). If you have no idea what the term means or how it works, do an impression of the hands-up shrug emoji.

You could practice these gestures by saying a few silly/fun terms or concepts (unrelated to money) like "making a bowl of cereal," "parallel parking a car," or "quadratic equations." Have fun with it and let this activity set the tone that money doesn't have to be an intimidating or boring topic. Read the list of terms below, providing time for gestures after each.

NET INCOME

INVESTMENT

DEBT

FICA TAX

SAVINGS ACCOUNT

INTEREST

CREDIT

ATM

STOCK MARKET

DEBIT CARD

Feel free to add any extra terms to extend the activity or ask those who respond with two thumbs up to explain what they think the term means, allowing for discussion or questions. You might ask, *What questions do you have about money? Is there anything specific about money that you want to learn from today's workshop?*

DreamCatcher Note: Introducing a topic before distributing any paper handouts is a great brain science technique. This sets up the brain for learning about the subject matter and establishes focus on the topic. Incorporating hand gestures or physical body motions with hearing new terms or concepts is great for attention and memory, as well.

MANAGING MONEY

Program Guide



DreamCatcher Tip: Consider making the pre-test in Step 1 part of the assessment for the workshop/session. Take note of gestures indicating uncertainty or no level of knowledge about the money term. At the end of the session, conduct a quick post-test using the same terms as before. Did you notice more thumbs up gestures? This informal assessment can quickly and easily assess that the objective has been met.

STEP TWO TIME: 10 MINUTES

Instruct participants to find a “money buddy” (partner). Make certain everyone has a buddy (one group of three will be fine). Provide these instructions: ***Determine who will be Buddy A or Buddy B (or C for groups of three). Buddy B, please come get today’s handouts for you and your buddy or buddies.*** (Have the *Managing Money* handout and the printable *Goals* sheet included on this guide, if using, in stacks ready to take. Provide a few moments for buddies to get settled.) ***Next, I want you to imagine that you’ve been rewarded \$10,000 for finding and returning a beloved pet back to its distraught owner. Take a minute to think about how you’d spend the reward, then jot down a few ways you’d spend that money on the back of your Goals sheet.*** Provide time for brainstorming individually, then buddies should take turns sharing how they’d spend the money. Set a timer for two minutes and indicate when buddies need to swap for sharing.

DreamCatcher Tip: To lighten the mood and set the tone for the theme of the workshop, consider playing money-related music from your phone with a portable speaker. You can play music at the beginning of the workshop as participants arrive and during the money activity above, or wherever you see fit during the workshop (especially at the end of the session as participants are leaving). Consider the classic song *For the Love of Money* by the O’Jays, which you can find for free on YouTube (https://www.youtube.com/watch?v=GXE_n2q08Yw) or download to your phone on iTunes or other music service. Whichever song you choose, make sure the lyrics are appropriate.

Depending on how much time you have, you could process the activity with some follow-up questions such as:

Did anyone choose to put some of the money in savings? Did anyone choose to put *all* of it in savings?

How about donating the money, did any of you set aside some money for a good cause? What was that cause?

Do you think you’d have spent the money differently had you worked hard to earn it, rather being rewarded?

Did your buddy spend their money more wisely than you? Who spent most responsibly?

STEP THREE TIME: 15 MINUTES

Cover the *Managing Money* handout one section at a time. You can read aloud the material, ask for volunteers, or have participants read on their own (discuss together afterward). Ask participants to complete the interactive sections as you move through the handout. Answers for the fill-in-the-blanks are **INTEREST RATE**, **BUDGET**, and **INVESTMENT**. Be sure to pause for questions or solicit feedback as you go. For example, before covering the section about savings, say: ***If you currently have a savings account, give me two thumbs-up. If you plan to open a savings account, but aren’t sure how to do that, show me a thinking emoji.*** Another way to make it interactive: after covering *Money Basics to Know* on the back page, you could pause to instruct Buddy A participants to explain to Buddy Bs what things are subtracted from a paycheck. Buddy Bs could then be tasked with explaining what types of expenses should be included on a budget. Review the appropriate responses for both.

For *Money Rules to Live By*, you might ask some processing questions like, ***What is an example of a long-term goal? How is that different from a short term goal? What are some examples of short term goals? What does good debt mean? What’s an example of good debt?*** (Like a mortgage, or something that is an investment, building your credit through responsible payments.) ***What is an example of bad debt?*** (Credit card debt.)

When you come to *Protecting Your Money*, ask students to put a big exclamation point with a circle around it. Spend time discussing the dangers of scammers and fraud. Ask participants to provide some examples of a scam, phish, or smish. Note that “smishing” or “SMS phishing” is an increasingly tricky way for scammers to get consumers to provide their personal data by posing as a familiar business, organization, or even family member. You can provide examples or ask if anyone has received a scam text like this.

STEP FOUR TIME: 10 MINUTES (OR TIME REMAINING)

Since younger students may not have enough money to establish a budget as of yet, you might choose to briefly discuss what items go on a budget or show them a sample budget if you'd prefer during this time. Note that DreamCatcher has a sample monthly budget and a budget template on our website under the Resources tab, then click on For Students and scroll to the budget links (<https://www.dreamcatchercurriculum.com/for-students>).

A more age-appropriate activity might be goals and goal setting. Included with this guide is the activity sheet *Managing Money Goals* for students to consider short-term, mid-term, and long-term goals. You could begin by asking for examples of each level of goal, discussing as you see fit. Students could use the remaining time to complete the sheet. Money music could be played for this last step and as participants leave the session.

Consider a "challenge" task to your group as they leave. Before the next meeting, how many students can either open a savings account (if they don't have one already), talk to their parents about opening a savings, or deposit money into their current account. If the majority of participants can give you a "thumbs up" to answering that challenge at the next session, you could offer a fun reward.

LAST STEP & ASSESSMENT TIME REMAINING

See the DreamCatcher Tip on page 2 for how to assess this workshop quickly and easily by doing an informal pre- and post-test using the emoji hand gestures to respond. Simply read the listed money terms on page 1 and at the beginning of the session in Step 1 and at the conclusion of the workshop to see if you receive more "thumbs up" gestures, indicating that learning occurred and the objective has been met.

LEARNING OUTCOME

At the end of this session, participants will convey an understanding of basic money terminology and concepts necessary for building the foundation of money management.

What goals do you have in mind?



Managing MONEY GOALS

What goals do you have for yourself in the next year? How about the next 5 years? Or even beyond 5 years from now? How many of those goals will require MONEY to achieve? Part of being a good money manager is setting financial goals, planning ahead, and saving for the future. Jot down some goals below.

SHORT-TERM Under 1 Year

MID-TERM 1 to 5 Years

LONG-TERM Over 5 Years

Find a part-time job

Take driver's ed class

Take a trip to Europe

Buy a guitar

Buy a used car

Get a Master's Degree

Take guitar lessons

Take the ACT or SAT

Put a down-payment on a house

Created by DreamCatcher Curriculum. This sheet copy permissible. Find other free resources, like sample budget templates, at www.dreamcatchercurriculum.com/for-students.

What goals do you have in mind?



Managing MONEY GOALS

What goals do you have for yourself in the next year? How about the next 5 years? Or even beyond 5 years from now? How many of those goals will require MONEY to achieve? Part of being a good money manager is setting financial goals, planning ahead, and saving for the future. Jot down some goals below.

SHORT-TERM Under 1 Year

MID-TERM 1 to 5 Years

LONG-TERM Over 5 Years

Find a part-time job

Take driver's ed class

Take a trip to Europe

Buy a guitar

Buy a used car

Get a Master's Degree

Take guitar lessons

Take the ACT or SAT

Put a down-payment on a house

Created by DreamCatcher Curriculum. This sheet copy permissible. Find other free resources, like sample budget templates, at www.dreamcatchercurriculum.com/for-students.