Lesson 3: Money Management

<table>
<thead>
<tr>
<th>Activity Option</th>
<th>Introductory Skit</th>
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<tbody>
<tr>
<td><strong>Objective this activity supports:</strong></td>
<td>Introduction to lesson.</td>
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</table>
| **Materials needed** | • Appropriate Consumer Crew Critters  
• Paper bags for puppets |
| **Time** | 1 minute |

Have a sign for a local store where the youth would buy jeans. If possible, ask the store for a “name brand” and a “non-name brand” pair of jeans to use as props.

**Scene:** Penny Pig, Choosy Charli, and Market Maria are shopping together.

**Penny Pig:** I don’t see why you don’t just grab the cheapest pair. They’re all the same. You would just be paying for the brand name if you paid more for the “in” brand.

**Choosy Charli:** Well, I think brand names are cool. You get what you pay for! Besides, my grandmother gave me birthday money to buy the jeans I want.

**Market Maria:** Yes, but if you can get these jeans for less than your $20, you’d have some money left for video games this afternoon. You can spread this over more of the local economy that way, you know?

**Penny Pig:** Well, I wouldn’t waste my money on video games. I need $50 for a pair of in-line skates like the ones that Rex has. I’m saving $10 a week so I can have them in 5 weeks. I may even find some jobs I can do for our neighbors. If I make extra money, I can get them quicker.

**Choosy Charli:** I guess I never thought much about what I would do with money left over if I bought a lower-priced pair of jeans. I get to spend my allowance for anything I want, so it just never was something that I had to think about.

**Market Maria:** Well, you’re lucky, I guess, but is that getting you ready for the “real world?” I don’t know very many people who can spend all their money for things they want!

**Summary Points**

Money is a resource we exchange for things we want to buy. It’s easy to spend all the money we have without knowing other choices we could have made. Careful choices help us get more of the things we need and want with the money we have. Once our money is spent, we can’t use it to buy other things we need.

In our lesson today we will start thinking about the money we have to spend. Where do you get money? What do you do with it when you get it? What are you giving up when you spend your money? How do you choose between using money you get to reach your goals now and saving it to reach bigger goals later?
Lesson 3: Money Management

Activity Option 2

| Objective this activity supports: Youth will know the basic meaning of income, spending, and saving. |

<table>
<thead>
<tr>
<th>Materials needed</th>
<th>Money ... Where Does It Come From?</th>
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</thead>
<tbody>
<tr>
<td>Poster board, newsprint, or chalk board</td>
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<tr>
<td>Markers or chalk</td>
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</tr>
<tr>
<td>Worksheets: How Much Money Goes Through Your Hands?</td>
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<tr>
<td>Pencils</td>
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| Time | 30 minutes |

Leader Preparation

Gather the necessary materials and make copies of the worksheet.

Instructions

Introduction

Money is a resource almost everyone would like to have more of. You may get money as a gift, from jobs you do at home or for other people, from allowances, or by selling things you have. Planning how you want to use your money before you spend it is called managing money—to get things you need and want. (Briefly tell the group about your first money experience.)

Ask the group, “What do you remember about the first time you had money that was all yours?” Allow time for discussion and encourage interaction by all.

- How did you get it?
- What did you do with it?
- Did anyone help you decide what to do with your money?
- Where do you get the money you have to spend now?
- How do you decide what to do with it?

Summary

The money we have to spend is our income. It may be from an allowance, jobs we do for our family or friends, gifts, or selling something we own. We can either spend our money for things we need or want, or save it for the future. How we spend and save our money tells other people what is important to us.
Money Discussion

From your money experiences, you can see that money usually comes from one or more of these sources.

1. **Asking for it.** This is the dole system. Your parents give you money whenever and as you need it.

2. **Allowances.** An allowance is a set amount of money, usually given to you by your parents, that is intended to meet certain needs and last a given amount of time—usually a week or two.

3. **Earning money.** You may be able to earn money by doing extra jobs for neighbors or around your house, like baby sitting, mowing lawns, or running a paper route, or by selling the products of a 4-H project such as produce from your garden, livestock you have raised, recycling aluminum cans, or caring for neighbor’s pets when they are away from home.

4. **Money gifts.** You may receive money as a gift for a birthday or holiday.
   - Can you think of other ways that you get money?
     (Use the worksheet, "How Much Money Goes Through My Hands," and have youth fill in the top questions about where they get money and how much they have to spend in a week.)
   - What do you like and dislike about the ways you get money?
     What expenses or needs should an allowance cover, or should it be free money to spend as you like?
     (Continue using the worksheet and guide the youth in completing the bottom section showing where their money goes.)
   - Should you be paid for regularly helping out at your home? Why? Why not?
   - How can you earn money?

If you get money by asking for it, you might think about the advantages of asking as early as possible, so your parents have time to plan. Choose carefully and get what you want or need most. It may be a while before you get something else.

No matter how you get money, always say thank you. Be willing to take turns with other family members.

Summary Points

- Money is one resource you use to get things you want. Money is a scarce resource—you will almost always want more than you have.

- You can get money many ways. Knowing where your money comes from and how much you will have makes it easier to plan to spend, share, and save it for things you need and want.

- I’m giving you a worksheet to take home for your family to help you learn to keep track of the money that goes through your hands in a week. Keeping track helps you see where your money comes from and where it goes. Ask your family to help you until you feel like doing it by yourself.
Worksheet

How Much Money Goes Through My Hands?

Name ___________________________ Date: _______________

For one week, keep track of the amount of money you get and where you get it.

1. If you received an allowance this week, how much was it? $_____

2. If you earned any money this week, how much did you earn? $_____

3. If anyone gave you money this week when you asked for it, how much did you get? $_____

4. If anyone gave you money this week as a gift, how much was it? $_____

5. If you got other money this week (sold something, recycled, etc.), how much was it? $_____

6. What was the total amount of money you had this week? $_____

Are there things you must use your money to buy or do each week? List them and how much they cost. Examples: school lunch, video games, snacks, hobbies, club dues, clothing, charity.

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**TOTAL** $_____

What are some things you would like to be able to buy? What places do you want to go that will cost money? Do you have a hobby that costs money? What is the cost of each? List your answers below.

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**TOTAL** $_____

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TEXAS AGRICULTURAL EXTENSION SERVICE • ZERLE L. CARPENTER, DIRECTOR
THE TEXAS A&M UNIVERSITY SYSTEM • COLLEGE STATION, TEXAS
Lesson 3: Money Management

<table>
<thead>
<tr>
<th>Activity Option 3</th>
<th>What Money Means to Me</th>
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</thead>
<tbody>
<tr>
<td><strong>Objective this activity supports:</strong> Youth will track their spending habits.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials needed</strong></td>
<td>Paper</td>
</tr>
<tr>
<td></td>
<td>Markers, crayons, or colored pencils</td>
</tr>
<tr>
<td></td>
<td>Worksheet &quot;What I’d Do with $50&quot;</td>
</tr>
<tr>
<td></td>
<td>Pencils</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>20 minutes</td>
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</tbody>
</table>

Leader Preparation

Make copies of the worksheet.

Instructions

This activity is a warm-up to introduce the concept of money. The youth will draw pictures of what money means to them and talk about money.

Introduction

Begin the activity by asking: What is money? (Answers may be that it is something that has value or worth, that we use it to exchange or trade for goods and services.)

Why do you use money? Why not use paper clips or toothpicks or other items instead of money?

How do you use money? What do you buy? Where do you use money?

Remember that Choozy Charli showed us that money is a resource because we use it or exchange it to get what we need and want. Market Maria helped us see how money makes trading easier. We can trade money for the things that we want or need to buy.

Let’s talk a few minutes about what money means to you.

× How do you want to use your money?

× What can money help you do for yourself?

× For others?

Pass out the copies of the worksheet "What I’d Do with $50." Ask the youth to draw pictures of the kinds of things they would buy if they had $50. Allow time for them to share their pictures with others in the group and encourage them to share their pictures with their families. Ask them to explain why they decided to spend the $50 for the things they drew.
Discussion Questions

✓ Why does money have different meaning for each of us? We each have different needs, wants, likes, dislikes, past experiences, and opportunities. Having different feelings about money is a way we learn about ourselves.

✓ What are the main ways we use money? (spend, share, save)

✓ What would our stores be filled with if we all had the same feelings about money?

Summary Points

✓ Money is a resource we use to get things we need and want.

✓ How we spend, share, and save our money tells others how we feel about money—and tells us a lot about ourselves.

✓ We have many different things to choose from in stores because consumers like us have many different feelings about what they want or need to get with their money.

✓ People may have the same amount of money but live differently—have different hobbies, clothes, food, toys—because they have different feelings about what they want to do with their money.
What I'd Do With $50
Lesson 3: Money Management

<table>
<thead>
<tr>
<th>Activity Option 4</th>
<th>My Money, My Spending Decisions</th>
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</thead>
<tbody>
<tr>
<td><strong>Objective this activity supports:</strong> Youth will view money as a limited resource.</td>
<td></td>
</tr>
</tbody>
</table>
| **Materials needed** | * Poster board  
* Tape or glue  
* Markers, crayons, or colored pencils  
* Worksheet: "My Money, My Spending Decisions"  
* Hole punch or markers to mark off spending  
* 3 pictures (minimum) or magazine cut-outs of each of the items the youth must buy (gift for a friend, a pair of sunglasses, and lunch) |
| **Time** | 15 minutes |

**Leader Preparation**

Read over the activity ahead of time so that you can prepare all the items the group will need. On a poster board, attach the pictures of the items the youth will be “buying.” Each youth has a total of $25 to spend. The items should vary enough in price so that some people will spend all their money while others may not. You could also have other items in the store so that those with extra money could spend it on themselves.

The youth make decisions about how to spend a fixed amount of money on three goals (items). They make purchases at a pretend store. Their choices may vary a great deal from child to child. The group talks about reasons for their choices and their individual differences.

**Introduction**

Now we are going to make some choices about spending money. We have three things we have to buy, $25 to spend, and our own store, right here.

**To Play**

1. Ask one or two members of the group to be the storekeepers or take on the role yourself. Show the children where the store is, and place the pictures or magazine cutouts of the items from which the consumers must choose. Quickly describe each item as it is placed. The prices of the items should be clearly visible.

2. Give each person the "My Money, My Spending Decisions" worksheet and explain that they must buy three items using the $25 they have. They will go to the store and make decisions about what to buy.

3. As the players decide on each of their purchases, they write their selections and the prices on their sheets. Then they go to the storekeeper, who will check their selections and prices and total the amount they have spent.

4. If they have money left over after they have met their goals, they can spend it on something else or put it in the bank. There are places on the sheet to indicate these decisions. Have extra things that the players can choose.
Summary

Money is a resource we use to get things we need and want. How we spend, share, and save our money tells others how we feel about money—and tells us a lot about ourselves. We have many different things to choose from in stores because consumers like us have many different feelings about what they want or need to get with their money. People may have the same amount of money but live differently—have different hobbies, clothes, food, toys—because they have different feelings about what they want to do with their money.

Discussion Questions

✓ Ask youth who chose the same item (select one item: gift, lunch, or sunglasses) to go stand together. Then let each one tell why he or she made that particular choice.
✓ Why were there so many different reasons for the same choice?
✓ What choices were not available? If they had been, would you have made a different decision?
✓ How did you decide how much you were willing to spend for each item?
✓ If you spent all of your money, why did you choose not to save any?
✓ If you did not spend all of your money, why not?

Summary Points

☞ Each time we need or want to buy something we usually have to make choices about how much we will spend.
☞ We show how much we value something by the amount of money we are willing to spend to get it.
☞ People who have the same amount of money can use their money differently. Some will spend a lot, while others spend less for the same thing.
☞ How we spend our money makes a difference in the type and number of things we can do or own.
### My Money, My Spending Decisions

You have $25 to spend, and you must buy something for three purposes on your list. To help you make your decision, write down two choices for each purpose. Then, under the decision column, put an “X” next to the choice you made. If you have money left over, you can either spend it or put it in the bank.

<table>
<thead>
<tr>
<th>THIS IS WHAT I HAVE TO BUY</th>
<th>CHOICES</th>
<th>COST</th>
<th>DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>a birthday gift for a friend</td>
<td>1. _______</td>
<td>$ _____</td>
<td>1. _______</td>
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<td>2. _______</td>
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<td>3. _______</td>
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<td>$ _____</td>
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<tr>
<td>today's lunch</td>
<td>1. _______</td>
<td>$ _____</td>
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<td>2. _______</td>
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<tr>
<td>3. _______</td>
<td></td>
<td>$ _____</td>
<td>3. _______</td>
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<tr>
<td>a pair of sunglasses</td>
<td>1. _______</td>
<td>$ _____</td>
<td>1. _______</td>
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<td>2. _______</td>
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<td>$ _____</td>
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<td>3. _______</td>
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<td>$ _____</td>
<td>3. _______</td>
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<tr>
<td>What would you do with any extra money?</td>
<td>1. _______</td>
<td>$ _____</td>
<td>1. _______</td>
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<td>2. _______</td>
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<td>$ _____</td>
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<td>3. _______</td>
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<td>$ _____</td>
<td>3. _______</td>
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### $ MONEY TO SPEND $

$25.00

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Mark off what you spent with a marker. What do you have left?
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<table>
<thead>
<tr>
<th>Activity Option 5</th>
<th>Saving for the Future</th>
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<tbody>
<tr>
<td><strong>Objective this activity supports:</strong> Youth will acquire habits that will help the family save money.</td>
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<tr>
<td><strong>Materials needed</strong></td>
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<tr>
<td>· Video “Energy Savers”</td>
<td></td>
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<tr>
<td>· Worksheets:</td>
<td></td>
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<tr>
<td>&quot;What’s Wrong&quot; (for youth under 10)</td>
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<tr>
<td>&quot;Conservation Check Sheet&quot; (for older youth)</td>
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<tr>
<td>· Handout: &quot;$-Saving Ideas&quot;</td>
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<td>· Pencils</td>
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<tr>
<td>· Puppets: Money Max and Penny Pig</td>
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<tr>
<td><strong>Time</strong></td>
<td>15 minutes</td>
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Leader Preparation

Make copies of the worksheets and handout.

At least two weeks before the meeting, order the video “Energy Savers” from Mrs. Cassi Steel, Program Specialist at Prairie View A&M University (409-857-3829). The video (about 9 minutes in length) features Disney characters who teach why and how to conserve energy in the home.

or

Using the Penny Pig and Money Max hand puppets, ask group members to perform the skit "Saving for the Future."

Instructions

This activity helps youth start to build “conserving habits” that help the family save money. Saving energy at home saves money and helps the national conservation effort. Use the worksheet "What’s Wrong?" for 9- and 10-year-olds. Use the "Conservation Check Sheet” worksheet for older youth. Everyone will get a "$-Saving Ideas" handout to post at home.

Introduction

Penny Pig has shown us that we can save money by not spending all the money we have at once so we will have a greater amount when we need it in the future. What habits can you build that will save your family money? (Pause for answers.) These are all good ideas. Let’s think together how we can build energy-saving habits that save our family money.
To Play

Show the video or ask to young people to use the Penny Pig and Money Max hand puppets to perform the skit "Saving for the Future."

Complete the activity by having the youth do the "What's Wrong?" or "Conservation Checklist" worksheet.

Summary

The handout, "$-Saving Ideas" lists ways you can help your family save on energy bills. That's money the family can have for other needs. Take the handout home and share the ideas with the entire family. You may want to post it to help family members remember "energy-saving behaviors."

We know money is a limited resource. One way to save money is to help your family save energy. If your family uses less energy, you have to spend less of your money for energy. Keep track of ways you already save energy and list new habits you can build to save energy. Ask your parents to help you add up the money saved for 3 months.

Discussion Questions

✓ What energy-saving behaviors do you plan to start?
✓ If your family could save $5 a month through energy-saving habits, what would you want to do with the money saved?
✓ How can you encourage other family members to save on utility bills also?
✓ Seeing how saving energy can save money for your family, what are some other ways you can help your family save money?

Summary Points

Money is a scarce resource—we never seem to have enough of it.

We can save money for the future two ways:
1. Don't spend all the money we have now.
2. Practice money-saving habits.

Saving energy is a money-saving habit that youth can start today that will help their families save money over a long period of time.

Some other money-saving habits youth can build are:
- Taking care of clothes, toys, and furniture so they can last longer.
- Buying recycled clothes, toys, bikes, and paper.
- Helping parents cook meals, clean house, do laundry, mow yards—so less money is spent for others to help parents when they are tired.

This lesson has helped us see where our money comes from, and where it goes. We show what is important to us by the way we spend, share, and save money. Work with your parents to plan how to use the money you have to get things you need and want.
"Saving for the Future" Skit

Money Max: Penny, I was talking to Mom and Dad about a moped for us to ride around the neighborhood. I know you would really have a good time on it.

Penny Pig: Yeah, right!

Money Max: Well, think about it. I’m going to need your help because they said they just don’t have the extra money. They said we’d have to find ways to spend less money and help them by being more conservative around the house.

Penny Pig: Did they mention saving up some of your allowance? That’s something that would be a first! You know, we had a 4-H lesson not long ago about how helping the nation conserve its natural resources can also help the family save up to 40 percent of their utility bills. That’s $4 of every $10 we are spending for our utility bill!

Money Max: Wow! Forty percent—that sounds like enough to buy a moped for sure!

Penny Pig: Yeah, but 40 percent of what?

Money Max: Well, I don’t know, but it sounds like a lot, doesn’t it? How do we save this energy? By the way, what is energy anyway?

Penny Pig: Energy is the ability to do work. It is measured by its effect on matter—you know, like burning wood to produce heat. Energy conservation is energy you never use. If you don’t use it, you don’t have to pay for it. You understand that, don’t you, Max? You’re a good conserver of energy—you never work!

Money Max: Well, then, I ought to be able to save lots of money, huh, Penn? Tell me, what do we need to do to save this 40 percent? How can we get started?

Penny Pig: Let me see, maybe I can find that list that the 4-H leader gave us on ways we can help our families save money . . . .
$-Saving Ideas

Energy is the ability to do work. It is measured by its effect on matter. It does not take up space, and you can’t touch it. There are many ways you can learn to conserve precious supplies of energy at home, as you shop, in your school, where people work, and when your family uses the automobile. This page is a summary of just some of them. Post it in your home where all the family can be reminded that conservation counts.

Bathroom Energy Savers

It takes a lot of energy to treat, heat, and pump water to the point of our use. Since about one-fourth of the water used in our homes is hot, cutting down on water use is certain to save money.

- Take short showers rather than tub baths.
- Don’t leave water running while you brush your teeth and wash your hands.
- Turn off faucets as soon as you finish.
- Use cool to warm water, instead of hot, when possible.
- Repair leaking water faucets with new washers.

Lighting Energy Savers

Electrical appliances use far greater amounts of electricity, but lighting consumes 5 percent of the total electrical bill.

- Concentrate light in reading and work areas.
- Turn off all lights when they are not in use.
- Use fluorescent lights wherever possible.
- Clean light fixtures regularly.
- Do tasks that require a high level of light during daylight hours.

General Energy Savers

- Walk whenever possible. It saves fuel and uses calories!
- Use public transportation, if available, or car pool with friends.
- Close off unused rooms in summer and winter.
- In winter set the thermostat between 65 and 68 degrees; in summer at 78 degrees.
- Be careful with clothing to avoid extra wear and loss.
- Dress comfortably for the weather.
- Wash laundry in warm or cold water.
- Turn radio and TV off when no one is watching.
- Run the dishwasher only with full loads.
- Eat fruits and vegetables raw, rather than cooked, when possible.
What's wrong?
The people who live in this house are being careless with energy. How many ways can you find that they are wasting energy?
CONSERVATION CHECKLIST

Put a check in the box by the picture that shows how you can save energy.
LESSON 3: Money Management

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<tr>
<th>ACTIVITY 6</th>
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<tbody>
<tr>
<td><strong>OBJECTIVE this activity supports:</strong> Conclusion to Lesson</td>
<td></td>
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</table>
| **MATERIALS NEEDED** | • Appropriate Consumer Crew Critters  
• Paper bag for hand puppets  
• Parent Letter with worksheets: "Keeping Track of Expenses" and "Budget Plan" |
| **TIME** | 5 minutes |

Concluding Skit

To reinforce the key points about making choices about spending, sharing, saving, and borrowing money, use the Choosy Charli, Penny Pig, and Money Max puppets.

**Penny Pig:** Well, Charli, I can see that everyone doesn’t think alike about money. You have your needs and wants, and I have mine.

**Choosy Charli:** That’s right, Penny.

**Money Max:** And you know something else? Money is a scarce resource. I’m beginning to think that it’s not how much money I have but how I spend, share, and save it — and how I use other resources in its place that makes a big difference in how many things we buy now and later.

**Penny Pig:** Yes, Max, since you started tracking your money and planning your spending, you seem to be reaching more of your goals. I’m proud of you! And, you know, you’ve helped me learn to enjoy spending some of my money to do things with my friends instead of saving it all to buy things for myself.

**Money Max:** Does that mean you’d buy us that neat new game we saw on TV so we could play it together?

**Penny Pig:** Well, I might pay half of the price if you’d pay the other half.

**Choosy Charli:** That’s great! You two can really help each other make your money work for you.

**Money Max:** It’s good we think differently about money. Just think what the world would be like if we all spent every penny we got or if we all saved every penny!

Ask the youth to complete the evaluation form. Help them with words or instructions they don’t understand.

Give each young person a copy of the Family Pages to take home and share with his or her family. This lesson has worksheets for the parents to lead their child in using a spending plan, when they think their child is ready to track expenses and then to make a budget. Parents may need help with these tasks. This would be a good time to make phone or personal calls to parents of youth in your group to see how they think the project is going and to see if they have questions.
## KEEPING TRACK OF EXPENSES
How Do I Spend, Share, and Save my Money?

<table>
<thead>
<tr>
<th>WHEN</th>
<th>SAVE FOR</th>
<th>SHARE WITH</th>
<th>SPEND FOR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>Special clothes 25¢</td>
<td>Church 75¢</td>
<td>Lunch, snacks $1.25, School Supplies 50¢, Recreation 75¢</td>
<td>$3.50</td>
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<td>Week 1</td>
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<td>Week 2</td>
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<td>Week 4</td>
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<tr>
<td><strong>TOTALS</strong></td>
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By filling in the amounts you spend, share, and save you will have a record of how your money goes out. When you add across the chart, you can see how much money you used during one week. When you add down the chart, you can see how much money you saved, how much you shared, and how much you spent during a whole month. After you have kept track of your income and expenses for one month, you should find it easier to plan ahead for the next month. Share your spending record with an adult family member if you need help using it. Put together a spending and saving plan that helps you get the most for the money you have or will have.
# A BUDGET PLAN

For the Week of ________________________

<table>
<thead>
<tr>
<th>The Planned Budget</th>
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<tbody>
<tr>
<td>Income From</td>
<td>Amount</td>
<td>Expenses For</td>
<td>Amount</td>
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<td>TOTAL</td>
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<tr>
<th>ACTUAL (REAL LIFE) EXPENSES</th>
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<td>INCOME FROM</td>
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<td>TOTAL</td>
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</table>

? Did you have enough money to meet your needs? What do you need to do differently? Can you find an amount of money you can save?

28 Lesson 3: Money Management
Penny & Max

Penny says, "I like to save every penny I can so I'll have it to buy things when I need or want them."
Max says, "I'll never have enough money, so I might as well spend it as soon as I get it."
How do members of your family feel about money?

Background Information

Youth have lots of money go through their hands. Some youth are like Money Max, who thinks he has so little money he'd better spend it while he has it. Others are like Penny Pig, who saves money she has now for things she may need or want in the future. This lesson has helped the youth stop to think about where their money comes from and where it goes. Ask your Consumer Crew Member to share the worksheets:


As sharing takes place, try not to judge their use of money. Build skills in talking together about money by asking questions, like "What do you think is the best way to get money?"; "Let's think about the ways you use money now and what you would do with money — tell me more about your thoughts about money."

These are the kinds of words that build confidence to talk, share, and plan together.

Family Activities

One main idea in the lesson was to help youth begin to save money two ways:

1. By not spending all the money they have—saving some of it for something they want in the future (usually a few weeks away at this age).

2. By building money-saving habits. They may ask the whole family to work with them to save the family money by building energy-saving habits. Ask your child to share with the whole family ways to save energy and money spent for utility bills. Involve all family members in finding ways to save energy or other ways to save money as a family to reach a family goal. When you think your child is ready to set real goals and control his or her money to reach their goals, use "Keeping Track of Expenses" and "A Budget Plan," included with this letter. Guide your child in getting a realistic picture of how his or her money is being used. Is it being used to buy things he or she needs and really wants, or is it hard to even remember how it has been used? Young consumers can best plan a week at a time. Their needs and budgets will change from time to time as they mature and their needs and wants change. Help them see a budget as a guide that can change as they change.

This is one of six lessons your child will study to build skills in money management and consumer decision-making. Come see our group at work any time you can. Please share your thoughts about this lesson series. Working together, we can help youth be successful as consumers.