A classroom resource that brings the financial world into the classroom and engages students in learning about the importance of understanding their personal finances and financial literacy. This package is part of the WE Create Change campaign.
Dear Educator,

Welcome to the WE movement. We are so glad you’ve joined us in our mission to inspire, educate and empower students to find their place in the world. Throughout the last two decades, educators have stood by us. With over 16,000 schools thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through experiential service-learning, students engage in collaborative learning and independent reflection. As a result, students become more engaged in local and global issues.

Money is a part of everyday living, and financial literacy is one of the skills that will serve young people throughout their lives. It is important to have a solid foundation of knowledge on how to earn, save, give and spend responsibly. Learning how to earn money, tracking spending, budgeting and accountable spending are just a few of the financial assets that have enabled us to build an international charity. City National Bank and RBC have partnered with WE to help us bring financial literacy to youth across North America so that they can make smart decisions with their personal finances.

The purpose of this package is to help you bring discussions about personal finances into your classroom. It is designed to guide students through scenarios, exercises and applications that will provide them with the experience to make smart financial decisions now and in the future.

This is an exciting time to be an educator. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn, and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the passion to bring WE into your classroom. We are honored and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,

Craig and Marc Kielburger
Co-Founders, WE
Essential Question: What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

WE Schools
WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 16,000 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

What Is Experiential Learning?
Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It’s a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community’s needs.

The Four Steps of WE Schools

1. Investigate and Learn
   Students explore topics related to a real-world challenge or opportunity.

2. Action Plan
   Students develop a plan to implement their service-learning project, including one local and one global action.

3. Take Action
   Students implement their action plan.

4. Report and Celebrate
   Students present the results of their service-learning initiatives.

Setting Students Up For Success: In School, the Workplace and Life

WE Schools Introduction: WE.org/we-at-school/we-schools/

Living WE is about improving our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we”—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

Global Mindset: The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programming promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students’ attention to new interpretations of events and provide a lens through which service can be studied and interpreted.
It All Adds Up is a classroom resource that brings the financial world into the classroom and engages students in learning about the importance of understanding their personal finances. Lessons include detailed plans, blackline masters and appendices. The activities inform, engage and empower students to become more financially literate. Students will learn key vocabulary for understanding money matters, develop their ability to set and achieve personal financial goals, plan cost-effective fundraisers and more.

Ask your students what they already know about the financial world and where they fit into it; then build on that information by introducing the key themes of earn, save, give, spend. With the right tools and a little courage, students will feel empowered to make sound financial decisions that make an impact on them, their community and the world. Financial literacy is much more than math; look for ways to integrate tips, tricks and lessons into other subjects.

City National Bank is a U.S. financial institution that is passionate about extraordinary service, proactive advice and total financial decisions. A longstanding advocate and champion of financial literacy for young people, City National Bank’s parent company RBC, has a legacy of investing in youth and providing them with guidance to make smart decisions with their personal finance. RBC and City National Bank have partnered with WE on numerous initiatives, including this resource and the WE Create Change campaign, to further this goal.

Together we’re helping youth gain the knowledge, skills and confidence they need to make smart everyday financial decisions and work toward their goals.

Rationale

City National Bank is a U.S. financial institution that is passionate about extraordinary service, proactive advice and total financial decisions. A longstanding advocate and champion of financial literacy for young people, City National Bank's parent company RBC, has a legacy of investing in youth and providing them with guidance to make smart decisions with their personal finance. RBC and City National Bank have partnered with WE on numerous initiatives, including this resource and the WE Create Change campaign, to further this goal.

Assessing the Learning

You know your students best—their learning styles and preferences, skill levels and knowledge. You are in the best position to anticipate the habits of mind that will make this classroom resource successful.

We are mindful that students in your class are at different levels, with some designated as English Language Learners. Be sensitive to student’s needs and continue to provide necessary accommodations for students who require additional assistance and support.

The teaching strategies include story sharing, reading, word wall, class discussion, thumbs up/thumbs down, T-chart, carousel, KWL chart (Know, Want to Know, Learned), group work and gallery walk. Strategies to assess learning include discussion, entrance and exit tickets, in your own words, graffiti, ranking, graphic organizers, reflection, presentations and “five minutes to discovery.”

Explore other resources and current campaign offerings at WE.org
It All Adds Up

Subject(s): Math, Language, Social Studies, The Arts

Recommended Grade Level:
Grades 9 to 12

WE Learning Framework Skills:

Essential Questions:
- How will financial literacy empower your choices?
- Can entrepreneurial skills help you succeed?

Materials and Resources

- Cue cards, card stock or other substantial paper
- Markers
- Chart paper
- *Time* Photos, “A Worldwide Day of Food,” [content.time.com/time/photogallery/0,29307,2037749_2219823,00.html](http://content.time.com/time/photogallery/0,29307,2037749_2219823,00.html)
- *Alexander Who Used to Be Rich Last Sunday*, written by Judith Viorist, illustrated by Ray Cruz (1978)
- Appendix 1: Glossary of Terms
- Appendix 2: Classroom Observation Forms
- Blackline Master 1: ME to WE Case Study
- Blackline Master 2: Goal Setting
- Blackline Master 3: S.M.A.R.T. Goals
- Blackline Master 4: Budgeting 101
- Blackline Master 5: Making Money Count
Lesson 1:
The Role Money Plays In My Life

Suggested Time:
40 minutes

Common Core connections:
CCSS.ELA-LITERACY.W.9-10.2.
AIntroduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.2.
Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.SL.9-10.1.D
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.11-12.1.D
Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Learning Goals:
Students will:
- Learn how financial literacy will improve their personal finance skills.

Investigate and Learn

1. To begin, write the following two instructions on the board. As students enter, give them two pieces of paper or sticky notes, one for each instruction. Instruct students to respond to the two instructions without labeling which response belongs to each instruction and to not include their name.
   a. Name something that you later regretted spending money on.
   b. Name the most expensive thing you have ever purchased and where the money came from (e.g., earnings from a job, birthday savings, parents, etc.).

2. Collect the papers and put them into a jar or vessel. Randomly select and read out a few responses. Ask students to assign the response to an instruction. After a few have been read aloud, discuss with students any similarities and differences. Ask students why we sometimes regret spending money and why it’s sometimes easier to spend large amounts of money when it is someone else’s money.

3. Recommended Assessment For Learning: Divide the class into four groups. Assign one of the following topics to each group and distribute a piece of chart paper and markers. Using the supplies, instruct students to respond and not to write any questions they have on the topic in a graffiti style.
   a. Earn: Why earn money? Guiding questions: Why do we need money? What do we spend money on?
   d. Spend: How do I spend? Guiding questions: Whose money do you spend? How do you get money that you spend? What does it mean to spend responsibly?

4. Have a representative from each group present their graffiti charts with the class. After, post them on a wall in the classroom to be referenced for future lessons.

Extension: For homework, have students interview an adult in their life (parent, older sibling, grandparent, mentor, etc.) to gain some insight into adult living. Students may hand this in for Assessment As Learning. Students may ask the following questions, but are free to expand as well:
   a. What does it cost per month to live?
   b. Has money ever caused you stress? What do you do to lessen stress?
   c. Do you have any purchases that you have regretted? Why?
   d. If you could give your younger self advice, what would it be?
Lesson 2: Preparing for Life

Suggested Time: 90 minutes

Common Core Connections:

CCSS.ELA-Literacy.CCRA.W.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

CCSS.ELA-Literacy.CCRA.W.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCSS.ELA-Literacy.CCRA.W.4
Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

CCSS.ELA-Literacy.W.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.CCRA.SL.4
Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.

Learning Goals:

Students will:

1. Identify the traits and skills of entrepreneurs and social entrepreneurs and understand the difference between the two types of entrepreneurs.
2. Examine the work of entrepreneurs and social entrepreneurs in their community.

1. Recommended Assessment For Learning: Begin the class by having students brainstorm a list of words associated with working for a living (e.g., career, job, trade, vocation, profession, employment, etc.). Write the words on the board as students suggest them. Once there are a few suggestions, have students create definitions for each term. Highlight the similarities and differences, even if they are just in perception (e.g., a job is work you do to make money. A career is work you choose for the rest of your life).

2. Ask students a few questions to further this conversation about careers:
   - How many of you have a good idea of what you would like to do after you have finished all your schooling (either high school, college or another type of school)?
   - How do you decide what career to pursue?
   - When do you think it is important to begin preparing for your career after school?
   - What will help you prepare for life after high school?
   - Why should you begin preparing now?

3. Explain to students that thinking about selecting a career and what to do with the rest of your life can be scary and overwhelming, but that thinking about the kind of person you would like to be in the future can help. This will help create a goal, which has been demonstrated in earlier lessons as giving purpose and direction to actions.

4. Recommended Assessment For Learning: Ask students to write a statement that describes the person they want to be. Instruct students to write three to five sentences that explain the characteristics, duties, lifestyle, etc. that they would like to have. Students should consider their interests, talents, skills and abilities, in addition to what they want to get out of their occupation. If it helps, students may add an age at which they would like to have reached these achievements.

5. Once students have their statements, instruct them to find a partner. Using the statements, students should work together to brainstorm a list of possible occupations that match it. In addition to traditional jobs (e.g., teacher, carpenter, lawyer, nurse), encourage students to think beyond (e.g., arborist, city planner, actuary).
6. **Recommended Assessment For Learning**: Using this list, instruct students to research more about the occupations they selected. Send students to the government website: [www.usa.gov/find-a-job](http://www.usa.gov/find-a-job), which helps with job searches, career exploration, demand, job market trends and more. The career-planning government website helps with planning a career and identifying interests, potential fields of work, career expectations and more.

Have them find the information for the following questions:

a. Are there any specific courses and/or grades you need before graduating high school?

b. Do you need any specialized schooling after high school?
   i. If so, what kind? (Be specific.)
   ii. How many years will you be in school?
   iii. Where is this training offered?
   iv. Will you need to live away from home?
   v. What does it cost?
   vi. Will you be able to work during this time?

c. Will you need to invest in any equipment, tools or something else (e.g., a vehicle, a musical instrument, etc.)?
   i. How much will this cost, both initially and long-term for maintenance?

d. What is the market for your selected occupation?

e. Will you need to move for your occupation?

f. What does the first five years look like in terms of salary and other benefits?

g. What are typical duties for the occupation?

h. Come up with one interesting fact about your selected occupation you would like to share with the class.

i. Ask a few students to share a bit of what they learned. Have all students hand in their work.

j. Ask students: How can they begin preparing today for their future careers? How can they apply the knowledge and skills they obtained with the budgeting exercise?
Lesson 3:
Money Fundamentals: Setting the Course for Financial Success

Suggested Time: 30 minutes

Common Core connections:
CCSS.ELA-Literacy.SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 6 topics, texts and issues, building on others’ ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.6.1b
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.6.1c
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.

CCSS.ELA-Literacy.CCRA.W.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Learning Goals
Students will:

- Learn about the benefits of setting realistic and attainable goals.
- Appreciate the effects of each financial decision on later decisions.

1. Share the story Alexander, Who Used to Be Rich Last Sunday, written by Judith Viorst, illustrated by Ray Cruz (1978). After watching it, ask students if they can identify with Alexander and to share any similar experiences they may have.

2. Explain to students that thinking about and making financial decisions can feel overwhelming, but they already make many financial decisions and have been for years. Every purchase you make, every dollar you save, is a financial decision that affects your future decisions. Now it is important to ensure you make the best money management choices.

3. Recommended Assessment For Learning: Distribute cue cards to every student. Instruct students to think about the financial decisions they make or plan to make in the future. For example, how to save money, how to make wise purchases, how to budget effectively. Ask students to write down three topics or questions they would like to learn more about or have answered. Collect the cards at the end of the class. Discuss a few examples selected from the cards.

4. Ask students what “earn,” “save,” “give” and “spend” mean. Next, have them rank the four terms in order of importance. Write one of the terms on the board. Next, say another term aloud and ask students to give a thumbs up or thumbs down to indicate whether it should be listed before the term written on the board or after. Ask individual students to explain their choice as you progress through the list. Continue until all four terms are listed and ranked in an order most of the class agree with.

5. As a class, discuss why this order makes sense.

6. Although there are many ways to order the four terms, tell students to think of earning as the first step, since without earning money there is none to save, give or spend. Saving should be next. If students make it a habit to save now, while they are young, they will be better equipped in the future. Giving comes from sharing with others. As children, we are taught to share. By applying it with your time or financially, we help promote causes we are interested in, assist people who face challenges that we do not, and more. Finally, there is spending. While spending is as important as the other actions, if not more, it should come last. Often, we are tempted to spend first, before we know how much money we have available. Or we spend before we think about saving and giving, then we run out of money before we can set any aside for the future. If we keep it till last, we will be in the best position for financial success and independence.

7. Ensure students understand how personal finance decisions affect their everyday lives and how earning, saving, giving and spending work together. One way to help understand how earning, saving, giving and spending are a part of a process is by setting financial goals.

8. Recommended Assessment As Learning: Distribute Blackline Master 2: Goal Setting. Have students begin their process of goal setting by creating a list of three to five items for each of the following:
   a. Ways to earn money
   b. Items to save for
   c. Organizations or campaigns to support
   d. Items to spend money on now

   Educator’s Note: The terms “earn,” “save,” “give” and “spend” are key to helping students understand the basics of how money is used. The order in which students think of these terms will help them subconsciously manage their money in a smarter way.
**Lesson 4:**

**Making Saving Simple**

**Suggested Time:**
60 minutes

**Common Core connections:**
- CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.
- CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Learning Goals**

Students will:
- Recognize that the keys to successful saving are delaying gratification, patience and goal setting.
- Examine the saving concept of paying yourself first.

**Recommended Assessment For Learning:** Write the question, “What is the connection between saving, patience and delayed gratification?” on the board. Ask students to turn to a partner and discuss the question.

**Educator’s Note:** To make the goal setting more meaningful or, if students are having trouble setting goals, use Blackline Master 3: S.M.A.R.T. Goals to take students through the process of setting specific, measurable, attainable, relevant and time-bound goals.

1. Show students the Marshmallow Test, which examines children’s ability to resist temptation and defer gratification: www.youtube.com/watch?v=QX_oy9614HQ&t=84s (3:27).

2. Ask students to explain, by applying what they saw in the Marshmallow Test, the difference between studying the night before a test and watching TV instead.
   - a. What might be some short- and long-term reasons for studying the night before a test?
   - b. Why might someone choose to watch TV instead of studying?

3. Explain to students that choosing to watch TV the night before a test is considered instant gratification. You want to enjoy TV now, so you watch it, but the consequence is that you fail the test, which lands you in summer school. Studying, on the other hand, results in a good test score and overall good grades, in the summer you’re free to watch all the TV you want and more. Putting off something enjoyable now so that you have something even more enjoyable in the future is called delaying gratification.

4. **Recommended Assessment As Learning:** Students should decide whether they will save their money at home or use a bank account to save for their goal. Ask students to suggest the pros and cons of each option and record a few for each on the board. Acknowledge that students may want to speak with their parents before making this decision.

5. Suggest to students that saving money is about being patient. It is good to begin with a goal to put money aside for, but then you must be patient and save money until you have enough to fulfill the goal.

6. Ask students to take a moment to independently think about how the Marshmallow Test or studying for a test is related to saving money. After a few moments, tell them to turn back to their partner compare their thoughts.

7. Ask for a volunteer to apply the Marshmallow Test results to savings that receive interest. Ask students when is the best time to start saving. (Now, when you are young and have time on your side, is the best time. You will set yourself up for long-term success and hopefully develop the habit of saving at an early age.)

8. Explain to students that savings can take different forms. It might not be easy at first, but as you see the savings grow you will see the rewards. If you set up a savings account to automatically pay yourself first, you learn to live without that money. Regular automatic transfers to a separate savings bank account removes the self-discipline factor because you won’t have to remember to add to your savings. You will be saving proactively rather than waiting until the future to see what you have left. You might want to save a couple of paycheck to buy a bike or new phone, or you might be saving for a bigger dream of a car or school tuition. Whatever you are saving for, it is good to set a goal and stick to it.

9. Instruct students to record a list of items or goals they would like to have and can plan to save for. Then have them narrow the list to their top three to five items/goals.

10. Allow students to research how much each item will cost using catalogues or the Internet. They should record the cost on the list then calculate the sales tax, if applicable, by researching the rates and what is and what isn’t tax exempt by state and federal governments.

11. Now that students know the full cost of the item, encourage them to commit to saving money for these items. If students choose to save for two items, one should be a short-term goal while the other should be a long-term goal.

12. **Recommended Assessment As Learning:** Students should decide whether they will save their money at home or use a bank account to save for their goal. Ask students to suggest the pros and cons of each option and record a few for each on the board. Acknowledge that students may want to speak with their parents before making this decision.

13. To keep them on track, suggest students create a visual to remind themselves of why they are saving. This can be a visual representation of the item, such as a picture, a collage or a sculpture. The visual should be placed near a piggy bank, in their wallet or in a prominent place.

14. Remind students that saving is an important part of being financially responsible. If they are dedicated and patient, they will achieve their financial goals.
Recommended Assessment Of Learning: On an exit ticket, have students respond to one of the following questions:

a. Why is it important to save?

b. What is the best way for you to save?

c. What strategies can make saving easier? Why? (E.g., automatic transfers remove money from regular bank account, removing temptation to spend.)

d. What strategy will you use to ensure you are saving regularly for your goal? (Paying yourself first, etc.)

e. Do you think you will be able to successfully save for your goal? Why or why not?

Extension 1: Once students have narrowed down their goals to one or two, have students calculate the interest they would need to pay if they purchased the item immediately using a bank loan, a line of credit or a credit card. Students should set a payment system they can manage, as well as a competitive interest rate for each type of loan. Next, have students calculate the length of time it will take to save up for the item. Students should set a realistic amount for regular savings and calculate competitive interest rates from a few different savings accounts. Discuss the rewards of waiting versus instant gratification and what might happen in the time it takes to save? (E.g., fads change, interests evolve, they may change their mind about what the money should be spent on.) Is it better to change your mind while saving rather than when you are in debt working to pay off something you no longer want?

Extension 2: Have students track their progress toward their goal in a journal. Students should record what they did to get them closer to achieving their goal and what they plan on doing to continue their progress.

Extension 3: Incorporate social entrepreneurial principles. Ask students to consider the connection between delayed gratification, patience, goal setting and entrepreneurs/social entrepreneurs. What risks do social entrepreneurs take? What is the effect of long-term investment for social entrepreneurs? What might an entrepreneur/social entrepreneur experience before they realize the benefits of their work?
Lesson 5:

Finance Follower

**Suggested Time:**
60 minutes initially, plus daily follow-up time.

**Common Core connections:**

- **CCSS.ELA-Literacy.RST.6-8.1**
  Cite specific textual evidence to support analysis of science and technical texts.

- **CCSS.ELA-Literacy.RST.6-8.2**
  Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

- **CCSS.ELA-Literacy.W.6.7**
  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

- **CCSS.ELA-Literacy.SL.6.1**
  Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 6 topics, texts and issues, building on others’ ideas and expressing their own clearly.

- **CCSS.ELA-Literacy.SL.6.1b**
  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

- **CCSS.ELA-Literacy.SL.6.1c**
  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.

- **CCSS.Math.Content.6.NS.C.6a**
  Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., \(-(-3) = 3\), and that 0 is its own opposite.

- **CCSS.Math.Content.6.NS.C.5**
  Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

**Learning Goals**

Students will:

- Understand the mindset of “one-click” spending.
- Learn that virtual spending, just as spending with physical money, is still spending.

1. In class, ask students to consider their spending habits. Conduct a quick poll. Write the following payment methods on the bottom of the board. Provide students with sticky notes and ask them to place a sticky note in a line on top of each method they have used to create a bar graph:

   - a. Cash
   - b. Checks
   - c. Debit card with a chip
   - d. Debit card with PayPass or Flash
   - e. Online payment systems (PayPal, iTunes)
   - f. Mobile payment application
   - g. Reloadable store card (for coffee shops, book stores, movie theatre, etc.)
   - h. Any other payment methods

   **Educator’s Note:** If students are unfamiliar with credit cards as payment, acknowledge that it is a common payment tool but the actual payment is made later after goods are received this involves money that is borrowed with the promise to pay it back under specific agreed-upon terms. Explain to students that the focus for this lesson will be on payments that require funds first.

2. In small groups, have students discuss payment options using the following questions:

   a. What might cashless spending be? (Spending with modes other than cash, such as debit cards, reloadable store cards, mobile scans. The main difference is that traditional currency—banknote bills and coins—is not being exchanged. This type of cashless spending is different from spending on credit, which involves money that’s borrowed with the promise to pay it back under specific agreed-upon terms.)
   
   b. Do you spend differently when you pay with cash versus a “cashless” method?
   
   c. What is “one-click,” “pass” or “flash” spending?
   
   d. Why might we spend more with “one-click” or contactless spending than when we are paying with cash?
   
   e. What are the benefits of cashless spending?
   
   f. What are the risks?
   
   g. Why is it important to pay attention to how you spend money?
   
   h. No matter how you spend money, what are some important tips to remember? (E.g., saving, paying yourself first, keeping track of all spending.)

3. Explain to students that, every day we make many financial choices that affect how much money we have for saving, giving and spending. It is important to know how we spend so we can plan for the future and meet all of our expenses without going into debt.
4. **Recommended Assessment As Learning:** For the next week, have students track all their spending in a journal or on an Excel sheet. It is important that they record what they spent money on, the amount they spent and the method they used to spend the money (e.g., cash, debit card, online transaction, PayPass, mobile scan, prepaid store card). If there is time, have students track their spending for a longer period so they will have more data to accurately analyse their spending habits.

**Educator’s Note:** Reassure students that the content of the journals is private and will only be considered for completion. The purpose of this exercise is to encourage students to track their spending to increase awareness, not for the teacher to critique student spending. The information compiled by tracking spending will be used for the next lesson, Budgeting 101.

**Extension:** Ask students to anticipate the expenses entrepreneurs would need to track. Why is it important for entrepreneurs and social entrepreneurs to closely track their spending? What might they need to do with this information? (E.g., taxes, share with stakeholders.)
Lesson 6:  
**Budgeting 101**

**Suggested Time:**
Part 1: 40 minutes, Part 2: 70 minutes

**Common Core connections:**
- CCSS.Math.Content.6.EE.A.2a Write expressions that record operations with numbers and with letters standing for numbers.
- CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection and research.
- CCSS.ELA-Literacy.W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- CCSS.ELA-Literacy.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CCSS.Math.Content.6.NS.C.5 Understand that positive and negative numbers are used together in many contexts, having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to describe quantities having opposite directions or values (e.g., blowing north and south, increasing/decreasing); use positive and negative numbers to describe a change in quantities when the values are in the same or different reference frames.
- CCSS.Math.Content.6.RP.A.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

**Learning Goals**
Students will:
- Learn how to organize their money and set manageable goals.

**Part 1** (40 minutes)

**Educator’s Note:** The process of budgeting becomes increasingly important when students begin to earn money with their first real job. Before budgeting, help students understand what they need to be eligible to start working (e.g., a social insurance number) and what the difference is between net and gross income.

1. Working independently or in pairs, assign students one of the following terms: social security number, income tax, social security, medicare.

2. Instruct students to define their term using a dictionary or a reliable website. The definition must explain what it is, its purpose, who contributes, who benefits, what the benefits are and when they receive it, where it is applicable, and why it is necessary.

3. **Recommended Assessment Of Learning:** Ask students to imagine that they are a government social media specialist. It is their job to develop public awareness through Twitter. Using the information, have students condense the information into a Twitter post. Students will promote the programs through strategic communications. In 140 characters, students must provide enough information and a hook to increase awareness among followers.

**Extension:** Once they are finished, have students hand in their tweets. Design a space on a wall with the blue Twitter bird. Have students write their posts in a speech bubble, read them to the class and then post the tweet on the wall. Or use Padlet for online sharing.

**Part 2** (70 minutes)

1. **Recommended Assessment For Learning:** Poll the class. Instruct the class to give you a thumbs up, thumbs down or sideways thumb for the following questions and statements.
   a. I know the purpose of a budget.
   b. I feel confident that I know what personal budgets are comprised of.
   c. How do you feel about budgets and budgeting? (Thumbs down = negative, thumbs up = positive/optimistic, sideways thumb = okay.)
   d. I have a budget or have tried using a budget.

2. Ask students: Why is it important to regularly be using a budget? (E.g., budgets help us identify our personal financial limits, providing a map to live within. While it is easy to focus on the restrictions, budgets give you control over your money. Since you know where your money is going, choices are more informed. Whether you are calculating your basic personal finances or a billion-dollar business, a well-thought-out budget is a crucial tool for financial success.) Explain to students they will learn how to create a budget and use it properly.

   **Educator’s Note:** This activity is best applied using real numbers and living experiences, however, students can still gain an appreciation for proper budgeting by creating budgets for characters from novels or plays they are studying, if a hypothetical method is preferred.

3. **Recommended Assessment Of Learning:** Using the information, have students condense the information into a Twitter post. Students will promote the programs through strategic communications. In 140 characters, students must provide enough information and a hook to increase awareness among followers.

**Extension:** Once they are finished, have students hand in their tweets. Design a space on a wall with the blue Twitter bird. Have students write their posts in a speech bubble, read them to the class and then post the tweet on the wall. Or use Padlet for online sharing.

**Distribute Blackline Master 4: Budgeting 101.** Introduce the following tips and calculations for using the blackline master to create a custom budget.

**Educator’s Note:** Microsoft Excel worksheets or similar computer software will help organize and calculate budget information, or use an online application—many banks offer budgeting tools.
a. **Calculate monthly income.** How much do you earn? Income can include money from a part-time job, an allowance and other sources. Is your income steady? When creating a budget, it is best to use steady income amounts that are dependable. Calculate your gross and net incomes. The purpose of this exercise is to help you learn how to manage your money by being realistic about your income and expenses, so do as best you can with your current financial situation. You will most likely receive income in one of the following three ways. Select the one that best suits your income. If you do not have a steady income from a job, an allowance or elsewhere, create a budget based on a realistic expectation of an income.

i. **Hourly wage:** Right now, you likely make an hourly wage. For example, you may work 15 hours a week at $11.50 an hour, you will want to multiply 15 by 11.5; this will calculate your gross weekly wage (15 x 11.5 = 172.5). Multiply this number by 4 to get your monthly gross income (172.5 x 4 = 690). Next, based on the itemized list on your pay stub, calculate your net income, after income tax and any other contributions or deductions by subtracting the amount of each item from the net income; most pay stubs will show these calculations. This is the amount you have available to spend.

ii. **Lump sum:** If you go to a post-secondary school you might receive lump sum loans that you will need to last the full year. In this case, you want to take the total of the lump sum, perhaps $30,000, and divide it by 12 to find out how much you have to spend each month (30,000 / 12 = 2,500). As this money is likely a loan or a gift, you will not have to pay tax on it, so the gross and the net amount are the same.

iii. **Annual salary:** In the future, you will likely earn an annual salary. Let's say you make $30,000 a year. Divide the income by 52 to get your weekly earnings then multiply it by 4 to get the monthly earnings (30,000 / 52 x 4 = 2,307.69). Do this for gross and net. Look at your pay stub to find the different figures. Note: If you are paid bi-monthly (i.e., on the 15th and 30th of each month) you can divide the annual salary by 12. If you are paid bi-weekly (i.e., every other Friday) do not simply divide the annual salary by 12; with bi-weekly pay days, there are two months of the year with a third paycheck. Use these extra paychecks as a bonus rather than overestimating monthly income 10 months of the year.

b. **Savings! Pay yourself first.** Even though you are young and may not make a lot of money, you should start saving early. Start small, but start now. Even small amounts will add up over time, and by forming the habit early, you will have the advantage of time on your side. Life’s milestones—getting your first car, going away to school, getting your first “real” job—often come with some sort of financial cost—car payments, rent and tuition fees, new professional-style clothing, etc. These are expenses for which you want to plan and save for. So, whether you are saving for school or a rainy day, savings are a must. Ideally you should save 5 to 10 percent of your income. Once you begin saving, it will become easier. An effective way to loyally save if you have a bank account is to set up an automatic transfer. You should also have an emergency fund that equals three months of living expenses.

c. **Subtract your fixed expenses.** First figure out your fixed expenses. You likely don’t have too many fixed expenses, such as rent and utilities, if you are living at home. But you may have a monthly cellphone bill or car payment. Services that come with a contract are generally considered fixed expenses. Reviewing your bank account activity is an easy way to find these figures in one place. The worksheet provides a list of common fixed expenses. Be sure to add any others you may have.

i. Use the worksheet to record your monthly fixed expenses.

ii. These expenses will be subtracted from your net income.

d. **Charitable giving.** Consider building a monthly charitable donation into your budget. Sharing what you have with others who are not as fortunate allows you to ride the wave of social change. Just like saving, if you form the habit early, you will learn to live without the money. Instead, you’ll know you are a part of helping a cause greater than yourself. Research charitable organizations to find the ones that best suit your interests, and support needs and issues you believe in. Look for groups that focus on giving a hand up rather than a handout. Make sure the organization is a registered charity that issues tax receipts so you can claim a tax credit on your income tax return. Is your budget so tight that you’re strapped to find any spare change to share? Consider sharing your time and talents with the organization of your choice. Giving comes in many forms and each way is as valuable as the next. As with saving, look for ways to cut back small regular purchases, like snacks, to find “extra” money. Rather than buying a $2 muffin, donut or cookie every day at the local coffee shop, treat yourself once a week. In one month, you could free up $32 (2 x 4 = 8, 8 x 4 = 32).

i. Use the worksheet to record your monthly charitable donations.
e. **Debt repayment.** Hopefully you don’t have any debt yet, but as you enter new stages of your life, you may find you need to borrow money (for example for post-secondary education). If or when you do, you need to include debt repayment in your monthly budget. If you are just making the minimum payment on a credit card, stop! Credit card statements show how long it will take to repay your debt if only the minimum payment is made each month. Even a small amount of debt can take years to pay off, and that is without any new debt being added. Compound interest is the reason the balance grows so quickly, so pay off as much as you possibly can each month, ideally the entire balance.

i. For credit card debt repayment, you will need to subtract at least the minimum payment but ideally more. You will likely need to play with the numbers to find the workable amount, but remember, the longer you take to repay the debt, the more it will cost in interest, so make larger payments.

ii. While credit card debt is not good debt, going into debt while in pursuit of post-secondary education is considered good debt. It is an investment in your future career and earning power. The long-term benefits of a college or university diploma/degree should outweigh the short-term financial pain of going into debt. In this case, try to keep the debt to a minimum by making wise choices and spending the money on school-related materials. Research the options available to you as a student; these may include special government student loans or a student line of credit.

iii. Student loan debt repayment will depend on the specifics of your loan; however, most student loans will have a monthly repayment schedule you will agree to with the loan provider. In this case, simply add this amount to your expense column. When possible, make lump sum payments in addition to your monthly payments to reduce your loan and pay less in interest.

f. **Subtract your variable expenses.** Your variable expenses, also referred to as discretionary expenses, include everything you spend money on that is not included in your fixed expenses. If your expenses are greater than your income, you are overspending. Items categorized as variable expenses should be the first to be reduced or eliminated altogether. The worksheet will help categorize your spending. Be careful not to forget anything, especially one-time items like gifts. Be conservative: underestimate income and overestimate expenses.

i. Use the worksheet to record your monthly variable expenses.

ii. These expenses will be subtracted from your net income.

g. **Final countdown.** Once you have calculated your total income, fixed expenses, savings, debt repayment and variable expenses, you can check if your budget balances.

i. Using the worksheet, record the final numbers. The results of your final calculations should equal zero or be a positive number; a negative number means you are spending more than you earn. If this is the case, you need to either earn more money or cut back on your expenses. If you are cutting, begin with your variable expenses, but remain realistic. If you cannot cut enough here you will have to cut back on your fixed expenses. (Total income – expenses = 0.)

h. **Percentages to keep in mind.** Financial planners use a few guidelines or rules of thumb to help keep track of how you should spend your money. Of course, there is room to wiggle: for example, if you would rather live downtown, where rent is usually more expensive, but your school/work and amenities are closer, you can reallocate from your transportation budget to your housing budget. Or if you are not repaying debt, you may be able to save more for a rainy day. Using your net income to calculate, here are the suggested percentages as guidelines:

i. Savings 10% (net income x 0.1 = savings budget)

ii. Housing 35% (net income x 0.35 = housing budget)

iii. Transportation 15% (net income x 0.15 = transportation budget)

iv. Life 25% (net income x 0.25 = everything else budget)

v. Debt 15% (net income x 0.15 = debt repayment budget)

4. Now that students have a workable budget, they have the knowledge and tools to be financially independent and empowered in their choices. Suggest that students keep their budgets handy for easy reference. Revise as life changes.

**Extension:** Have students create a budget as entrepreneurs/social entrepreneurs. What would the type of expenses be for a social enterprise? Will the budget always be positive? Is a negative result okay? Explain your response. What kind of calculations may need to be tracked but might be outside of the monthly budget? (E.g., loans from stakeholders that don’t require monthly repayment, anticipated revenue, etc.)
Lesson 7:  
Making Money Count

Suggested Time:  
60 minutes

Common Core connections:

CCSS.ELA-LITERACY.SL.7.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 7 topics, texts and issues, building on others’ ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.4  
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.

CCSS.ELA-LITERACY.SL.8.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others’ ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.4  
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

CCSS.MATH.CONTENT.7.RP.A.2  
Recognize and represent proportional relationships between quantities.

Learning Goals

Students will:

- Apply budgeting and goal-setting skills.
- Demonstrate ways to maximize their dollars in a goal-setting activity that makes a difference with only $200.

Action Planning

1. Introduce students to their social entrepreneurial challenge, tell them: You will have an opportunity to celebrate and contribute to your community’s future by creating a plan to make a change in your community, locally or nationally. This plan is something passed on through time that has significance. This will include what you want future generations of your community to know, feel or experience and how you plan for that to happen. For this challenge you, your group or the class will have a theoretical budget of $200 to fund your plan. Your plan must include a detailed and accurate financial plan or budget. What you do is up to you, so think big.

2. Each idea and plan should create a project to help make change or have impact in the community through honoring or looking forward to the future. Have students brainstorm ideas in groups on chart paper.

3. After students have finished contributing their ideas, have them form groups. Students may work independently or in groups of two to three. Once groups are ready, give students five minutes to circulate the room once again, this time to find the idea to research and for action planning. Encourage students to select different ideas, however, it is fine if there is overlap. Remind students that they have a hypothetical budget of $200 to fund their plan. Students should be realistic, but also think of ways to increase their fund.

Educator’s Note: The next section of the lesson discusses creating and setting goals. Students should feel confident in their goal setting from the previous lesson. If not, review the basic elements.

4. Once students have selected the idea they would like to create a plan for, they will need to set a goal. This goal will be the foundation for their plan. It may be any type of goal; for example, it may be a financial goal if they are fundraising for a cause or it might be a goal that requires financing such as honoring someone in their community with a plaque. Students should record the goal.

5. Remind students of the goal-setting process they have already completed. The next step is for students to research and plan how they will reach their goal. Is the goal long-term or short-term? If it is a long-term goal, what are the short-term goals that will need to be set and met before reaching the ultimate goal? Depending on the goal, this may include, but is not limited to, the following:

   a. A mapped-out procession of the steps it will take to achieve the goal
   b. A list of materials necessary to reach the goal
   c. A budget of costs and donations or profits
   d. A directory of people or business to contact for monetary or material donations
   e. A detailed plan on how to spread the word through word of mouth, flyers or social media
   f. A sketch of the goal

For example, if students are painting a mural on the wall of the school, they will need to measure the space, create a design, form a list of materials that will be necessary, estimate the quantity of paint, perhaps based on a test spot, research the costs of paint and supplies, create a budget for the costs, identify and reach out to possible supply or funds donors.

Recommended Assessment As Learning: Distribute Blackline Masters 5 and 6: Making Money Count Instruct students to use them as a guide for their research. The worksheets encourage students to work through the stages of financial planning and creating a budget.
7. Students may use their worksheets as the final product or they can use it as a draft for their final product. If drafting, their final report should include the following:
   a. Why did you create this goal?
   b. What is the goal?
   c. What would you use the $200 for?
   d. What is your project budget?
   e. How will you achieve this goal? (Provide an explanation with a detailed budget.)
   f. How would you implement your plan if you were given $200 to make it happen?

8. **Recommended Assessment Of Learning:** Have students present then submit their final reports to the class. After the presentations, discuss with the class the significance of their work. Highlight the unique qualities and shared values that are presented.

   **Extension:** Encourage students to take their plans to community businesses and organizations to receive funding so that they can put their plans into action.
Lesson 8:
Understanding Financial Empowerment

Suggested Time:
60 minutes

Common Core connections:
CCSS.ELA-Literacy.CCRA.R.9
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-Literacy.W.6.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

CCSS.ELA-Literacy.W.6.4
Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Learning Goals
Students will:
• Understand what it means to feel empowered to make financial decisions.
• Explore the factors that affect financial empowerment locally, nationally and globally.

Educator’s Note: To help students understand how financial literacy helps empower choices, share with students an international perspective.

Background information on Ecuador communities and WE Villages Girl’s Clubs
While it was not always so, women in Ecuador have become increasingly marginalized and discriminated against. Indigenous women in particular have lower education rates, the lowest literacy rates and the lowest wages. Consequently, they suffer in many areas of their life, such as health, as health care is difficult for these women to access.

WE Villages Girl’s Clubs were created to challenge the growing machoism culture and revive the tradition of women as leaders and ancestral-knowledge providers. During the weekly meetings, girls participate in educational training sessions that include hands-on activities addressing environmental, economic, social and cultural issues. The goal is to empower these young women to be leaders in their communities.

Recommended Assessment For Learning: Begin the class with an entry ticket. Write the following on the board: An economy is everything related to the production and consumption of goods and services in an area. Select three things from the following list that you need to feel financially empowered in today’s economy. Explain your selection.

• Education
• Job
• Bank account
• Credit card
• Car
• Trade skills
• Confidence to take risks
• Emergency savings
• Creativity
• Thriftiness
• House
• Savings
• Retirement fund
• Financial literacy skills
• Other
• Stocks
• Bonds
• Mutual funds
• Tax-free savings account
• Loans

2. Collect the papers after a few minutes. Read and discuss a few examples aloud with the class. Discuss the following:
   a. What are examples of different economies? Local, national, global, market, command, capitalist, etc.
   b. When do you become part of an economy? When you become a producer or consumer of goods and services (i.e., when you are born).
   c. What affects the economy? Supply and demand, wages, inflation, consumers, policy, etc.
   d. What does the economy affect? Jobs, conflict, policy, cost-of-living, etc.
   e. What role do entrepreneurs have within a country’s economy?
   f. Who makes the decisions that drive the economy? Politicians, businesses, entrepreneurs, families, individuals, etc.

3. An important part of being a responsible member of an economy includes managing finances and feeling empowered to make good choices. Help students understand what empowerment means by sharing the stories of girls and women from Ecuador and Kenya WE Villages partner communities, and North America.

Ana Lucia Sislema Daquilema is 17 years old. She is involved in the WE Villages Girl’s Club. Ecuadorian girls meet for workshops on human rights, self-esteem building and leadership. They share opinions and ideas and build stronger bonds with each other while working together on income-generating projects. Through her involvement with the Girls’ Club, Ana has become empowered, as the money she earns allows her to pay for her school expenses and new clothes, alleviating some of her family’s expenses. Ana has not only become more active, but she has also grown more confident and is now able to speak in public—something she was not comfortable doing before. With her newfound income, financial knowledge and confidence, Ana hopes to become a teacher when she finishes school. Her greatest wish is to have a regular job teaching, to get married and have two children, and to continue living in her community. Before joining the Girl’s Club, this dream would have seemed impossible to achieve.
Maria Simona Aucanshala Tenemasa is 16 years old. She has participated in the WE Villages Girls’ Club for the past couple of years, along with two of her cousins. Maria feels that being part of the group has made her friendlier toward her peers and helped her improve her public speaking skills. Now she participates more in school and feels more self-assured. Capitalizing on her newly acquired financial literacy, knowledge and confidence, Maria hopes to help change her community’s perspective toward pollution by providing community members with training on the issue. And by meeting with civic leaders, she aims to introduce a garbage collection system. Her greatest wish is to have a good job as a teacher when she grows up.

4. Show students a couple of video examples:
   a. This video features Mama Leah, who has found empowerment through employment with ME to WE Artisans. “Meet Mama Leah,” www.youtube.com/watch?v=teboEi7LjjJO&index=4&list=PL9seAzJtcxktWdC5sci6bli98fZWrMZgP (1:12).
   b. Maya Penn, a young woman who started a social enterprise creating textiles accessories, who learns about the empowerment of female artisans in Kenya. “Power of a Rafiki—Maya Penn,” www.youtube.com/watch?v=fQymWkqGNOE&index=5&list=PL9seAzJtcxktWdC5sci6bli98fZWrMZgP (2:49).

5. **Recommended Assessment As Learning:** Now that students have heard some stories of girls and women for whom knowledge led to financial and economic empowerment, ask students the following and track responses with the observation forms in Appendix 1:
   a. What does it mean to feel empowered?
   b. What does it mean to be financially empowered?
   c. How do you know these girls and women feel empowered?
   d. What entrepreneurial skills have these girls and women developed?
   e. How are these girls and women a part of the economy?
   f. What is your role in the economy? (Explain to students that while they may feel lost in the large world of money and policy run by other people, there is a role and purpose for each of them. Just as they can make a difference in their local, national and global communities through purposeful actions, they can find their place in the financial world.)
   g. What does empowerment mean to you?

6. Discuss with students that, just like the women and girls featured, feeling financially empowered will help them achieve their financial goals. Ask students to think of a financial goal they would like to achieve. Goals may include a car, a weekend trip with friends, sports equipment, university or college.

7. Once students have thought of a dream or goal they would like to work toward, have them create a visual representation of their dream that they can share with their peers. The visual can be a collage, painting, sketch, sculpture or installation.

8. This visual representation will act as a reminder to keep them on track to reach their goal. Have students brainstorm ways that they can achieve their goals and dreams. Ask for a few suggestions of goals or dreams. Write these on the board, then ask students what it will take to achieve their goal or dream, e.g., earning money by babysitting or completing household chores like mowing the lawn or getting a part-time job, saving by setting birthday money aside or spending less so that there is more to save. Remind students that it’s not about how fast they can save the money, money isn’t usually vastly available, it’s about creating a goal to work toward.

9. Instruct students to record a plan that explains how they will earn, save and, if necessary, reduce their spending to achieve their goal or dream.

10. **Recommended Assessment As Learning:** On an exit ticket, ask students to explain the implications or effects of earning, saving and spending on the local, national and global communities.
Lesson 9:

Charity Fair

Suggested Time:
Part 1: 45 minutes, Part 2: 90 minutes

Common Core connections:

CCSS.ELA-Literacy.CCRA.SL.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.

CCSS.ELA-Literacy.WHST.6-8.2a
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.6.7
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.W.6.8
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.W.6.9
Draw evidence from literary or informational texts to support analysis, reflection and research.

CCSS.Math.Content.6.SP.B.4
Display numerical data in plots on a number line, including dot plots, histograms and box plots.

CCSS.ELA-Literacy.SL.9-10.4
Present information, findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.

CCSS.ELA-Literacy.SL.9-10.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Learning Goals

Students will:

- Learn how to run a successful fundraiser, taking into consideration everything they have learned about personal finance, as it applies to an entrepreneurial project.

- Research the financial goals of a charity or non-profit they would like to support and present their findings to the class.

Part 1 (45 minutes)

1. **Recommended Assessment For Learning:** Begin the class with a quick brainstorming activity. In groups of three to four, have students record a list of all the fundraisers they can think of in 15 seconds. After the time is up, ask for some examples to write on the board. Examples may include, but are not limited to: bake sale, car wash, coin drive. Ask students how fundraisers can be thought of as a social enterprise. Frame this project as running a social enterprise rather than fundraiser.

2. Continuing in their groups, divide the fundraising ideas amongst groups. Ask students how many of them are familiar with the television show Dragon’s Den. Ask a student to explain the premise if there are students who are not familiar with the show. Tell students that, in their groups they will take on the role of up-and-coming entrepreneurs who need investors to begin building their social enterprise. Using their assigned fundraiser/social enterprise initiative as the method to earn money, students will create a business proposal and a two- to three-minute pitch to interested investors (the other groups).

3. Students will research the costs of running the fundraiser and estimate potential profits. In preparing their proposal, students should complete in-depth research. Allow students time to use the library and Internet; assign for homework, if necessary. To determine the costs of running their project, students will need to calculate the following—examples provided are for a bake sale:

   - **Obvious costs**—supplies such as ingredients, plates, napkins, signs, etc. (It may be useful to find recipes and use store flyers to determine costs.)

   - **Hidden costs**—help from family. If your mom bakes cupcakes, include all her time (such as the run to the grocery store for eggs) and the price of the ingredients.

   - **Environmental costs**—waste, energy, materials such as Styrofoam plates.

   - **Health costs**—this may not be applicable for every fundraiser, but having healthy alternatives to traditional cookies for the bake sale or less toxic cleaners for a car wash may be better options.

   - **Time**—including organizing, advertising, baking, set-up, distribution, etc.

   - **External considerations**—did the school band recently run a bake sale? Did it go well? Will the student body appreciate another so soon? Is the school trying to promote healthy living that does not include bake sales? Some of these questions may not be easily answered. Have students list questions and considerations and find people to interview for answers, such as the principal.
Prices—students should prepare prices for their goods. They should calculate per unit, but also estimated sales. It is important to stay realistic—will students buy $1 cupcakes? How many will you be able to sell over one lunch period?

4. Ask students to consider if any of the costs can be decreased or eliminated without compromising the product or service you are offering. For example, can you use sustainably sourced and recyclable plates? Can you have ingredients donated by the grocery store? Some costs may be reduced but then create new ones—if a grocery store is donating goods, the cost is reduced for you, but remember it still costs the grocer, so thank them for their contribution with a card from the class.

5. For their presentation pitch to investors, encourage students to use visuals like grocery store flyer clippings, pie charts, line graphs and more to support their estimations and promote their social enterprise venture.

6. Recommended Assessment As Learning: Allow students time to make their presentations. At the end of the presentations compile a brief pro and con list with the investors for each of the social enterprise ventures. Hold a class vote: which of the initiatives would they like to hold?

Part 2 (90 minutes)

1. For the second part of the lesson, ask students to brainstorm a list of charities or non-profits (local, national or international) they would like to learn more about and possibly support. Working in the same groups as Part 1, divide the charities and non-profits amongst the groups. Following the partnership model of ME to WE, a social enterprise that donates half of its profits to WE Charity while the other half is reinvested to grow the mission of the social enterprise, the entrepreneurial groups will research their assigned charity or non-profit in hopes of partnering with and supporting the charity or non-profit. Students will prepare a presentation to share the information they gathered for a gallery tour.

2. The presentation should include, but is not limited to, the following:
   a. Information about the charity or non-profit
   b. Their mission.
   c. Where they work.
   d. Financial goals to support—there may be one or more financial goals someone donating can support. Be as specific as possible in identifying the top goal(s).
   e. Why they do what they do.
   f. Any further information that might be important—past work, a special call to action, etc.
   g. Engaging visuals that will help "sell" your cause and charity to the rest of the class.

3. Allow students class time to conduct research and prepare their presentation boards. Designate a date for the gallery tour.

4. Recommended Assessment Of Learning: Hold a gallery tour. Move desks to the outer edges of the classroom. Have students set up their presentations around the room. Encourage students to take pride in their work and share their new knowledge with their peers. Instruct groups to take turns touring the classroom so each booth has presenters ready to explain their charity to visitors. As students participate in the gallery tour, ask them to take notes about the organizations students have researched.

Extension: Open the tour up to other classes and guests in the school.

5. Once the gallery tour is complete, hold another vote to decide which charity the class would like to support.

Take Action

6. Combine the two parts of the lesson and give students practical experience. Run the selected fundraiser and support the chosen charity.
Lesson 10:

WE Create Change

Suggested Time:
30 minutes

Common Core connections:

CCSS.ELA-Literacy.SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9–10 topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.6.1c
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.

CCSS.ELA-Literacy.WHST.6-8.2a
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.

Learning Goals

Students will:

• Take action while putting their finance skills to use by taking part in the WE Schools WE Create Change campaign.

1. Begin by telling students: Small changes make a difference and small coins can add up to make big change. WE Create Change is a national coin drive that supports sustainable development through WE Villages.

2. Show “WE Villages: Our Sustainable Development Model,” [link to YouTube video], to help students understand what the campaign supports with WE Villages.

3. Pick a WE Villages Pillar of Impact to collect coins with your school or community for. Then learn about the impacts your collected coins will have around the world. Check out [website] to learn more about the impacts that fundraising dollars have on WE Villages communities. Ask students:
   a. What are the goals of this campaign?
   b. Why is this campaign important?
   c. How can we get involved and participate in this campaign?

4. Sign up for the campaign by filling out our registration form at [website].

5. Encourage students to set an individual goal, class goal or school goal. Create advertising to promote the campaign and the goal with the rest of the school and surrounding community.

6. Recommended Assessment Of Learning: Reflection: Five Minutes to Discovery. Give students one minute to answer each of the following questions:
   • What did I already know about economic empowerment?
   • What did I learn?
   • What are the most important pieces of what I knew already and what I learned?
   • What do I want to learn more about now?
   • Where can I find more information?

Ask students to hand in their answers. Review them to ensure students gained a better understanding of personal finance and financial literacy. Provide feedback on ways students can continue their learning now that the lessons are complete.

Educator’s Note: Integrate the campaign in other subjects:

• The Arts—design campaign posters
• Language—write compelling school announcements
• Math—make calculations with coins. Besides cost calculations, find out the weight, volume and size of coins
• Social Sciences and the Humanities—discuss the importance of economic empowerment in the United States and around the world
• Business Studies—apply effective business practices for optimizing profits
• Computer Studies—cut a multimedia production to promote student involvement

Educator’s Note: Encourage students to use the skills of a social entrepreneur. Challenge students to apply business techniques and principles to the WE Create Change fundraiser. Secure funders, create a product or service, sell and invest in the pillar of their choice. While there is likely more risk, there is also a greater chance at a better pay-off.

WE Create Change

WE Create Change is a national coin drive that proves little things do add up. Pick a WE Villages Pillar of Impact to fundraise for and collect coins with your school or community. For example: $50 buys a goat which equals opportunity. WE Schools’ WE Create Change campaign is made possible by RBC.
Use this glossary of terms as a reference.

**$ Earn**

- **Capital**—the value of everything owned including money, property and investments after the value of debts are subtracted.
- **Direct deposit**—the electronic transfer of money from one bank account to another.
- **Equity**—assets minus liability: net worth. Also, the value of property beyond the amount owed on it.
- **Gross income**—salary or wages before deductions.
- **Income**—money received in a given period as wages, interest, etc.
- **Income tax**—tax paid on personal income such as wages or investments; regulated and collected by governments.
- **Net income**—the amount of money an individual takes home after deductions like taxes, social security and medicare.
- **Profit**—financial gain, the sum remaining after the deduction of expenses. See also Net income.
- **Revenue**—income made from sales or earned on investment or, as with government revenue, from taxes. Revenue is gross before expenses, in contrast to net income.
- **Social Security Number**—a nine-digit number assigned to each citizen, permanent resident and some temporary citizens in order to track income and determine benefit of entitlements.

**Save**

- **Balance**—the amount of money held in a bank or investment account at a given moment.
- **Bank**—a financial institution that takes deposits and lends money.
- **Bonds**—a loan made to a government or business, maturing on a specified date for the face amount price plus interest. A form of investment for those who purchase them.
- **Compound interest**—interest earned on the principal amount plus the interest that has already accumulated. In other words, interest earned on top of interest.
- **Emergency fund**—money set aside for unexpected expenses.
- **Individual Retirement Account**—individuals may direct pre-tax income, up to a specified amount, toward investments that can grow tax-deferred. They may be tax deductible depending on income tax filing status and more. Contributions are secured by the Federal Deposit Insurance Corporation.
- **Interest**—the cost of borrowed money. The price that lenders charge borrowers for the use of the lender’s money. For example, you pay interest when you borrow money and you earn interest when you save money in a savings account. There is simple interest and compound interest.

**Give**

- **Charitable donations**—a gift or contribution to a non-profit organization, charity or private foundation. Donations are tax deductible if the charitable organization is qualified as 501 (c) (3) tax exempt. Also known as charitable giving.
- **Corporate social responsibility**—business and corporations that use their resources, including people, products and money to give back to and better their community locally and globally.
- **Fund drainer**—fundraisers that end up costing more than they raise. The risk of a fund drainer may be reduced by careful planning and budgeting.
Appendix 1: Glossary

- **Fundraising**—collecting money for a cause, organization, non-profit, etc. usually in exchange for a good or service (e.g., cookie, lemonade, car wash, etc).
- **Not-for-profit/non-profit**—an organization that raises money to pursue its objectives. Not-for-profits/non-profits rely heavily on charitable donations to operate. Registered charities are often exempt from paying government taxes.
- **Social enterprise**—while businesses often support social change through their policies of corporate social responsibility, the company’s first goal remains to make a profit. A social enterprise, on the other hand, takes social change as its primary objective, and uses its profits to reach it.
- **Socially responsible investments (SRIs)**—investments based on the ethics of a company rather than just their rate of return. Companies are highly transparent and include businesses like housing trusts and green technology.

**Spend**

- **Borrowing**—obtaining money which must be repaid over a specified time and with specified interest.
- **Checking account**—a type of bank account. The money in a checking account can be accessed or spent with a check, a certificate that promises money to the receiver or the specified party on the “pay to the order of” line.
- **Consumer**—a person who buys goods or services to meet needs and wants.
- **Co-sign**—when another person signs a borrowing agreement and promises to pay the debt if the borrower cannot do so. Signers are jointly responsible.
- **Credit card**—a card issued by a bank or store that allows you to buy now and pay later. The card’s terms include a minimum payment and interest rate.
- **Credit history**—your ability to pay bills on time and repay money that is owed; detailed as a credit rating and credit score.
- **Debit card**—an electronic card issued by a bank connected to a personal banking account. The card allows access to money in an account by electronically making purchases of goods and services or removing cash at an Automated Teller Machine (ATM).
- **Debt**—an amount of money owed to another.
- **Discount**—a reduction from a usual or list price.
- **Expenses**—outflows of money, for example, the financial costs of living include shelter, food, clothing, etc.
- **Fees**—charges for services. (I.e., bank fees are an expense for access to the bank’s services.)
- **Liability**—any debts or amounts owing, for example, a mortgage, credit card balance, car loan, etc.
- **Loan**—money given to a borrower on the promise of repayment, often with interest. See also liability, debt.
- **Minimum payment**—the least amount that a consumer can pay toward a credit card bill to remain in good standing with the credit card company.

The amount of the minimum monthly payment is a combination of interest and principal and is a small percentage of the consumer’s total outstanding balance. If the buyer only makes the minimum payment, the goods will cost more due to accumulated interest.

- **Mortgage**—a loan secured to buy real estate. A down payment on the loan locks the agreement between a financial institution and the individual(s). Ownership of the property deed (certificate of ownership) is shared between the individual(s) and the financial institution until the mortgage is paid off with regular payments. Payments, interest rates and the term frame of the loan are agreed upon by the individual(s) and the financial institution.
- **Sales tax**—calculated as a percentage of the cost of an item or service, set by the government and collected on behalf of the government.
- **Surcharge**—an additional charge.
- **Taxes**—a compulsory payment of a percentage of income, property value, or purchases etc. for the support of the government.

**General Financial Terms**

- **Annual percentage rate (APR)**—an agreed-upon cost of borrowing money over one year, including interest charges and other loan service costs such as transaction fees and late penalties.
- **Appreciation**—a rise in value or price over time.
- **Asset**—anything owned that has value, for example, a house or shares in a company.
- **Bank book or pass book**—a small book in which a financial institution records the amounts of money deposited and withdrawn from the account.
- **Bank machine**—an electronic machine that allows users to perform banking transactions such as cash withdrawals, deposits, bill payments and more by inserting a unique, encoded debit card. Also called automatic bank machine (ABM) or automated teller machine (ATM).
- **Banknote**—a piece of “paper” money issued by a central bank, legal tender.
- **Budget**—a financial plan adjusting expenses to income.
- **Checkbook**—a folder or small book designed as a ledger to record financial transactions on checking accounts and used to pay for goods or services. A checkbook contains sequentially numbered checks that account holders can use as a form of payment. The checks are usually preprinted with the account holder’s name, address and other identifying information. In addition, each check will also include the bank’s routing number, the account number and the check number.
- **Depreciation**—a decline in value of an asset over time.
- **Economy**—everything related to the production and consumption of goods and services in an area.
- **Finance**—managing money resources.
- **Financial empowerment**—having access to the tools and knowledge you need to create your own path and achieve the goals that matter most to you.
- **Financial literacy**—having the knowledge, skills and confidence to make responsible financial decisions throughout your life.
- **Federal Deposit Insurance Corporation**—works to maintain public confidence and stability in the financial system by insuring deposits in the U.S. from bank failure.
Appendix 1: Glossary

- **Federal Reserve**—the ban of the U.S. government. It regulates the nation’s financial institutions. The Federal Reserve also issues all coins and paper currency produced by the U.S. Mint and the U.S. Treasury.
- **Fiscal**—a company’s financial or accounting year for which its net income is calculated.
- **Global marketplace**—the demand for goods or services throughout the world. If the American market is good, there is a high demand for goods and services. (E.g., there is demand for America’s exports such as refined petroleum).
- **Goods**—any tangible item or product that you can purchase, possess and use.
- **Identity theft**—obtaining another’s personal information, such as their social insurance number, credit card numbers, bank account information, etc., in order to defraud the victim of money.
- **Inflation**—an increase over time in the price of goods and services.
- **Internal Revenue Service (IRS)**—the government agency that is responsible for the collection and enforcement of taxes.
- **Joint bank account**—an account that is shared by two or more individuals who have equal access and responsibility for the account.
- **Needs**—goods or services that are essential for life, such as shelter, clothing and food.
- **Net worth**—everything owned (assets) minus everything owed (liabilities). Net worth can be applied to personal finance and business finance. The higher the net worth the better.
- **Phishing**—a common online scam designed to trick you into disclosing your personal or financial information, which is used for financial fraud or identity theft. A phishing scam usually comes through an unsolicited email that appears to be from a legitimate company.
- **PIN, Personal Identification Number**—a secret numeric password used along with a debit or credit card that allows access to an account.
- **Service charges**—fees for use of services. For example, a service charge may occur every time you use a bank machine.
- **Services**—useful acts performed in exchange for pay.
- **Skimming**—a credit card and debit card scam in which the processing device at the point of purchase is compromised. When the card is inserted or swiped, it is read by a magnetic strip that copies the card’s information, allowing the scammer to access accounts connected to the cards.
- **Smishing**—a mobile phone text that often refers to winning a prize. The text will asks for a response or provide a “click here” link that enables downloading of malware onto the phone. The phone may then be controlled by someone else. The name comes from SMS Phishing.
- **Statement**—a record of transactions for a bank account, credit card or investment account.
- **Supply and demand**—driving forces in a free market, demand refers to the measurable amount a good or service is wanted, while supply refers to the measurable availability of the good or service. The relationship between the two determines price.
- **Wants**—a desire for goods or services that are not essential for basic life (e.g., entertainment, travel, luxury goods).
- **U.S. Bureau of Engraving and Printing**—the government agency responsible for printing paper currency.
- **U.S. Mint**—where American coins are made under government control.

**Sources**


### Appendix 2: Classroom Observation Forms

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<th>Classroom Observation Form 1</th>
<th>Lesson/Activity:</th>
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# Appendix 2: Classroom Observation Forms

## Classroom Observation Form 2

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<tr>
<th>Student Names</th>
<th>Learning Outcomes</th>
<th>Lesson/Activity</th>
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### Appendix 2: Classroom Observation Forms

#### Classroom Observation Form 3

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<th>Observations</th>
<th>Questions/Concerns</th>
<th>Next Steps</th>
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ME to WE is a social enterprise—a new type of business that exists to make a direct, positive social and/or environmental impact on the world. ME to WE differs from for-profit businesses that merely promote social responsibility. While for-profit businesses often support social change through their policies of corporate social responsibility, the company’s first goal is to make a profit. ME to WE as a social enterprise, on the other hand, makes social change its primary objective, and uses its profits to reach it.

ME to WE provides products that make an impact, empowering people to change the world with their everyday consumer choices. ME to WE Trips give young people and adults the opportunity to participate in development projects overseas. Leadership programs help young people explore issues and take action to create change, and inspirational speakers connect with audiences through a message of action and hope. Through ME to WE Artisans, women in developing countries create beadwork and accessories that allow them to earn a fair wage. Other socially conscious product offerings include greeting cards and inspirational books.

Every ME to WE product sold makes a direct, measurable impact in a developing community, where their charity partner, WE Charity, works, empowering these communities to build a better future. ME to WE is structured to offset expenses and help provide in-kind services to WE Charity, contributions valued at well over a million dollars annually. ME to WE has been recognized with awards from prestigious organizations for its model of social entrepreneurship, from the Skoll Foundation to the MaRS Discovery District. One of its most notable honors is the national Ernst & Young Social Entrepreneur of the Year Award, which recognizes how ME to WE has used business practices to redefine a triple bottom line—people, planet, profit.
Blackline Master 2:
Goal Setting

Begin the process of goal setting by creating a list of three to five items for each of the following:

• Ways to earn money

• Items to save for

• Organizations or campaigns to support

• Items to spend money on now
Blackline Master 3: S.M.A.R.T Goals

Specific

---

Measurable

---

Attainable

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Realistic

---

Time-specific

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1. **Calculate monthly income.** How much do you earn? Income can include money from a part-time job, an allowance and other sources. Is your income steady? When creating a budget, it is best to use steady income amounts that are dependable. Calculate your gross and net incomes. The purpose of this exercise is to help you learn how to manage your money by being realistic about your income and expenses, so do the best you can with your current financial situation. You will most likely receive income in one of the following three ways. Select the one that best suits your income. If you do not have a steady income from a job, an allowance or elsewhere, create a budget based on a realistic expectation of an income.

   a. **Hourly wage:** Right now, you likely make an hourly wage. For example, if you work 15 hours a week at $11.50 an hour, you will calculate your gross weekly wage by multiplying 15 by 11.5 ($172.5). Multiply this number by 4 to get your monthly gross income ($690). Next, based on the itemized list on your pay stub, calculate your net income, after income tax, CPP (QPP) and EI contributions by subtracting the amount of each item from the net income; most pay stubs will show these calculations. This is the amount you have available to spend.

   b. **Lump sum:** If you go to a post-secondary school you might receive lump sum loans that you will need to last the full year. In this case, you want to take the total of the lump sum, perhaps $30,000, and divide it by 12 to find out how much you have to spend each month ($30,000 / 12 = 2,500). As this money is likely a loan or a gift, you will not have to pay tax on it so the gross and the net amount are the same.

   c. **Annual salary:** In the future, you will likely earn an annual salary. Let’s say you make $30,000 a year. Divide the income by 52 to get your weekly earnings then multiply it by 4 to get the monthly earnings ($30,000 / 52 x 4 = 2,307.69). Do this for gross and net. Look at your pay stub to find the different figures. Note: If you are paid bi-monthly (i.e., on the 15th and 30th of each month), you can divide the annual salary by 12; with bi-weekly paydays, there are two months of the year with a third paycheck. Use these extra paychecks as a bonus rather than overestimating monthly income 10 months of the year.

2. **Savings! Pay yourself first.** Even though you are young and may not make a lot of money, you should start saving early. Start small, but start now. Even small amounts will add up over time and by forming the habit early, you will have the advantage of time on your side. Life’s milestones—getting your first car, going away to school, getting your first “real” job—often come with some sort of financial cost—car payments, rent and tuition fees, new professional-style clothing, etc. These are expenses for which you want to plan and save for. So, whether you are saving for school or a rainy day, savings are a must. Ideally you should save 5 to 10 percent of your income. Once you begin saving, it will become easier. An effective way to loyally save if you have a bank account is to set up an automatic transfer. You should also have an emergency fund that equals three months of living expenses.

   a. To calculate the amount to save, take your net income and multiply by 5 to 10%. If $1,538.46 is your net monthly income, the calculation would be 1,538.46 x 0.1 = 153.846, for 10%, which means saving $153.85 every month. You can round up or down to $150 or $155.

   b. Your savings will be subtracted from your net income.

   c. Once you have created a budget that works, add your fixed and variable expenses together and multiply the number by 3 to calculate how much you should have in your emergency fund. (Fixed expenses + variable expenses = monthly expenses, monthly expenses x 3 = emergency fund.)

3. **Subtract your fixed expenses.** First figure out your fixed expenses. You likely don’t have too many fixed expenses, such as rent and utilities, if you are living at home. But you may have a monthly cell phone bill or car payment. Services that come with a contract are generally considered fixed expenses. Reviewing your bank account activity is an easy way to find these figures in one place. The worksheet provides a list of common fixed expenses. Be sure to add any others you may have.

   a. Use the worksheet to record your monthly fixed expenses.

   b. These expenses will be subtracted from your net income.
4. **Charitable giving.** Consider building a monthly charitable donation into your budget. Sharing what you have with others who are not as fortunate allows you to ride the wave of social change. Just like saving, if you form the habit early, you will learn to live without the money. Instead you’ll know you are a part of helping a cause greater than yourself. Research charitable organizations to find the ones that best suit your interests and support needs and issues you believe in. Look for groups that focus on giving a hand up rather than a handout. Make sure the organization is a registered charity that issues tax receipts so you can claim a tax credit on your income tax return. Is your budget so tight that you’re strapped to find any spare change to share? Consider sharing your time and talents with the organization of your choice. Giving comes in many forms and each way is as valuable as the next. As with saving, look for ways to cut back small regular purchases, like snacks, to find “extra” money. Rather than buying a $2 muffin, doughnut or cookie every day at the local coffee shop, treat yourself once a week. In one month, you could save $32 (2 x 4 = 8, 8 x 4 = 32).

   a. Use the worksheet to record your monthly charitable donations.

5. **Debt repayment.** Hopefully you don’t have any debt yet, but as you enter new stages of your life, you may find you need to borrow money (for example, for post-secondary education). If or when you do, you need to include debt repayment in your monthly budget. If you are just making the minimum payment on a credit card, stop! Credit card statements show how long it will take to repay your debt if only the minimum payment is made each month. Even a small amount of debt can take years to pay off and that is without any new debt being added. Compound interest is the reason the balance grows so quickly, so pay off as much as you possibly can each month, ideally the entire balance.

   a. For credit card debt repayment, you will need to subtract at least the minimum payment, but ideally more. You will likely need to play with the numbers to find the workable amount, but remember, the longer you take to repay the debt, the more it will cost in interest, so make larger payments.

   b. While credit card debt is not good debt, going into debt while in pursuit of post-secondary education is considered good debt. It is an investment in your future career and earning power. The long-term benefits of a college or university diploma/degree should outweigh the short-term financial pain of going into debt. In this case, try to keep the debt to a minimum by making wise choices and spending the money on school-related materials. Research the options available to you as a student; these may include special government student loans or a student line of credit.

   c. Student loan debt repayment will depend on the specifics of your loan; however, most student loans will have a monthly repayment schedule you will agree to with the loan provider. In this case, simply add this amount to your expense column. When possible, make lump sum payments in addition to your monthly payments to reduce your loan and pay less in interest.

6. **Subtract your variable expenses.** Your variable expenses, also referred to as discretionary expenses, include everything you spend money on that is not included in your fixed expenses. If your expenses are greater than your income, you are overspending. Items categorized as variable expenses should be the first to be reduced or eliminated altogether. The worksheet will help categorize your spending. Be careful not to forget anything, especially one-time items like gifts. Be conservative: underestimate income and overestimate expenses.

   a. Use the worksheet to record your monthly variable expenses.

   b. These expenses will be subtracted from your net income.

7. **Final countdown.** Once you have calculated your total income, fixed expenses, savings, debt repayment and variable expenses, you can check if your budget balances.

   a. Using the worksheet, record the final numbers. The results of your final calculations should equal zero or be a positive number; a negative number means you are spending more than you earn. If this is the case, you need to either earn more money or cut back on your expenses. If you are cutting, begin with your variable expenses, but remain realistic. If you cannot cut enough here you will have to cut back on your fixed expenses. (Total income – expenses = 0.)
8. **Percentages to keep in mind.** Financial planners use a few guidelines or rules of thumb to help keep track of how you should spend your money. Of course, there is room to wiggle; for example, if you would rather live downtown, where rent is usually more expensive, but your school/work and amenities are closer, you can reallocate from your transportation budget to your housing budget. Or if you are not repaying debt, you may be able to save more for a rainy day. Using your net income to calculate, here are the suggested percentages as guidelines:

- **Savings 10%** (net income x 0.1 = savings budget)
- **Housing 35%** (net income x 0.35 = housing budget)
- **Transportation 15%** (net income x 0.15 = transportation budget)
- **Life 25%** (net income x 0.25 = everything else budget)
- **Debt 15%** (net income x 0.15 = debt repayment budget)
# Blackline Master 4: Budgeting 101

Use this table to create a budget.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Income</strong></td>
<td></td>
</tr>
<tr>
<td>Gross Income</td>
<td></td>
</tr>
<tr>
<td>Net Income</td>
<td></td>
</tr>
<tr>
<td><strong>Savings</strong></td>
<td></td>
</tr>
<tr>
<td>Emergency fund</td>
<td></td>
</tr>
<tr>
<td><strong>Fixed Expenses</strong></td>
<td></td>
</tr>
<tr>
<td>Cell phone</td>
<td></td>
</tr>
<tr>
<td>Car payments</td>
<td></td>
</tr>
<tr>
<td><strong>Charitable Giving</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Debt Repayment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Variable Expenses</strong></td>
<td></td>
</tr>
<tr>
<td>Public Transportation/Fuel</td>
<td></td>
</tr>
<tr>
<td>Food/Restaurant</td>
<td></td>
</tr>
<tr>
<td>Clothes</td>
<td></td>
</tr>
<tr>
<td>Entertainment</td>
<td></td>
</tr>
<tr>
<td>Gifts</td>
<td></td>
</tr>
<tr>
<td>Interests/hobbies</td>
<td></td>
</tr>
<tr>
<td>Sports</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous costs</td>
<td></td>
</tr>
<tr>
<td><strong>Total Income-Expenses</strong></td>
<td></td>
</tr>
</tbody>
</table>
# Blackline Master 5: Making Money Count

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting fund</td>
<td>$200</td>
</tr>
<tr>
<td>Goal fund</td>
<td>$</td>
</tr>
<tr>
<td>Initial expenses including taxes</td>
<td></td>
</tr>
<tr>
<td>Total income - expenses</td>
<td>$</td>
</tr>
<tr>
<td>Revenue</td>
<td></td>
</tr>
<tr>
<td>Ongoing/secondary expenses</td>
<td></td>
</tr>
<tr>
<td>Total income - expenses</td>
<td>$</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
</tr>
</tbody>
</table>
**Blackline Master 6: Making Money Count**

Use this worksheet to help organize your goals (ultimate and short-term), research, costs and funds.

<table>
<thead>
<tr>
<th>Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain why you chose this goal to commit to:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Short-term goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I need to know:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Costs including relevant taxes (include explanations):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds in (include explanations):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you implement your plan if you were given $200 to make it happen?</td>
</tr>
</tbody>
</table>

| Notes: |