



Moneywise
America



GET STARTED



Your guide to
introducing
and teaching
money basics.

Facilitator
guide



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I: MONEYWISE AMERICA PROGRAM OVERVIEW

ABOUT MONEYWISE AMERICA

Moneywise America (MWA) is an innovative new financial literacy program designed to help level the economic playing field through high-quality financial education for teens across the country, with a focus on reaching youth in under-resourced communities and schools. It encompasses four core components:

- **Training: Internal training for Schwabbies to build their skills and confidence to teach financial literacy to teens.** All MWA volunteers will complete at least 35 minutes of training; for those who are interested, there will be opportunities to complete up to three levels of certification, all at your own pace.
- **Content: Original, proprietary, standards-based financial literacy curriculum designed specifically for use with teens.** MWA content can be used on its own or as a supplement to a community organization's existing financial literacy content.
- **Volunteerism: Trained Schwabbies can utilize MWA content to teach financial literacy in the community or use their training to deliver an organization's existing financial literacy content.** While some Schwabbies may already know where they want to volunteer, we will provide resources and support to help ensure anyone who wants to can get out there and volunteer in their community.
- **Partnerships: Nonprofits and community organizations help us reach teens where they are.** National partners include Boys & Girls Clubs of America, Junior Achievement, and SIFMA Foundation. Locally, Schwabbies will also partner with schools and other teen-serving organizations in their communities.

Moneywise America builds upon Schwab's position and legacy as a national financial literacy leader. For more than three decades, Charles Schwab Foundation has worked to advance financial literacy for people of all ages. Through MWA, Schwab is doubling down on our efforts to reach as many youth as possible with high-quality financial education.

PARTICIPANT BENEFITS

Moneywise America is critical to Schwab's vision of preparing the next generation to achieve financial freedom. Financial literacy is an essential life skill, one that is especially important for teens, yet there is a stark lack of focus on financial literacy within our mainstream educational systems. Less than half of U.S. states require that students take a course in personal finance in order to graduate from high school, and only five states require that it be a standalone course.

This gap—between the need for quality financial education and access to it—is even more pronounced for teens from under-resourced communities and schools. According to the 2020-2021 [State of Financial Education Report](#), only 7.4% of Black and brown students, and 7.8% of low-income students, have access to a stand-alone personal finance course required for high school graduation.

Moneywise America is part of our effort to help fill that gap. It is designed to help teens develop both **comprehension** of key personal finance concepts and the **skills** to take informed action based on their personal goals and dreams. Participants will benefit from:

- Expertly created content designed to teach teens essential personal finance concepts including goal setting, budgeting and saving, managing money and unexpected costs, responsible credit and debt management, planning for college, and investing.

- A highly engaging and flexible program model designed to meet teens where they are.
- Interaction with impassioned and skilled Schwab volunteers, trained in delivering financial literacy content to a diverse teen audience.
- An enhanced understanding of key financial concepts and actionable takeaways, including how to apply them directly to their lives now in order to help them achieve their goals for the future.

PRIMARY AUDIENCE

- **Age Range:** MWA content is designed to appeal to teens ages 13-18.
- **Group Size:** 15-30 attendees is ideal to allow full participation in the allotted time.
- **Community Partners:** MWA is designed to be delivered in partnership with teen-facing nonprofit organizations (e.g., Boys & Girls Clubs, Junior Achievement, etc.) and/or local schools.

PROPRIETARY CONTENT

Moneywise America content includes 22 standards-based individual personal finance sessions, each designed to be used in a modular way.

- Each session* can act as a stand-alone lesson if you have only one visit with a group of teens.
- Each session can be bundled with other sessions for a more extensive learning experience if you are meeting with the same group of teens multiple times. For information on session bundle recommendations, visit the Content page at *Jumpword: Moneywise America*.

*Only one session, *Personal Goals & Decision Making*, is never used on its own.

This session, *Get Started: Intro to Money Basics*, is one of the foundational sessions in the MWA framework.

Moneywise America Content at a Glance				
Foundational Sessions	Get Started: Intro to Money Basics			
	Personal Goals & Decision Making			
Module 1: The Basics	Module 2: Money Management	Module 3: Credit & Debt	Module 4: College & Career Planning	Module 5: Investing
1.0: Set Money Goals	2.0: Manage Your Money	3.0: Master Credit & Debt	4.0: Plan for the Future	5.0: Get Invested
1.1: Budgeting	2.1: Paycheck	3.1: Types of Debt	4.1: Career Path	5.1: Saving & Investing
1.2: Spending	2.2: Financial Products	3.2: Responsible Credit	4.2: Education Costs	5.2: Power of Investing
1.3: Saving	2.3: The Unexpected	3.3: Credit History		5.3: Investing Options
		3.4: Identity Protection		

II: SESSION STRUCTURE—HOW IT WORKS

Moneywise America content and sessions are developed by expert educators. They are intentionally designed to create a positive learning environment and facilitate an easy flow. There is a consistency to the session structure which builds familiarity and comfort for teens when multiple sessions are used.

The *Get Started: Intro to Money Basics* 60-minute session includes the below components, and Section V of this Facilitator Guide offers a detailed script and clear prompts for each.

- **Welcome:** This is where you welcome participants, introduce yourself and establish rapport, including a welcome exercise, reviewing expectations for working collaboratively, and participant reflection related to the learning objectives.
- **Engage:** You will share a video to introduce the main content of the session. Typically, the video will be followed by a guided discussion or an exercise. In addition to the presentation slides, there may be worksheets in the Teen Guide to support the exercises.
- **Explore:** In many cases, you will introduce a second video to further expand upon and deepen the lesson. Following the video, you will reinforce the learning through a combination of guided discussion, individual, and/or group exercises that will enable participants to apply concepts to their own lives. In addition to the presentation slides, there may be worksheets in the Teen Guide to support the exercises.
- **Wrap-Up:** You will close the session with group and individual reflection on key takeaways. Participants will revisit the same prompt from the beginning of the session and record their updated response. Finally, you will ask participants to complete a brief session evaluation and thank them for participating.

III: PREPARATION—WHAT YOU NEED TO KNOW IN ADVANCE OF YOUR SESSION

Prior to your session, work together with your Schwabbie co-volunteer(s) to confirm the **WHO, WHAT, WHERE, WHEN** and **WHY**. Doing so will ensure you're fully prepped and ready for a seamless program delivery.

We recommend a **total of two or three volunteers** and the roles can be shared in the following way:

- **Project lead:** delivers content as facilitator and plans the volunteer project with the community organization
- **Engagement lead:** guides the teen engagement process, works the room or monitors chat, may relay questions on behalf of teens if needed, watching for reactions or places where it looks like they are stuck or excited
- **Operations lead:** runs the technology, troubleshoots, and is there to support the overall event to make sure it runs smoothly

If you are delivering a session with two volunteers, we recommend that you combine the project and engagement lead into one role.

- **WHO:** As you're preparing for your session, you'll want to make sure you have a good understanding of who will be in the room with you. Confirm with your host the demographics of the participants, as well as their ages/grades so you can be intentional in how you're gearing the discussion to a younger or older audience. Are there any key challenges or unique aspects of the student group that you should be aware of? Since your host will be familiar with the group, you'll want to make sure they'll be available throughout the session to help keep the students engaged and paying attention.
- **WHAT:** Get comfortable with the material you'll be teaching! Take time to review this entire Facilitator Guide, prepare a few personal or current event stories to use as examples where appropriate, and determine what supplies you'll need for the session, as noted in Section IV of this Guide, and if you or the host will provide them.
- **WHERE:** You'll want to talk with your host to gain a good sense of the physical space in which you'll be delivering the lesson. Is it a classroom? Is there space for participants to work in small breakout groups? Make sure you understand the technical capabilities of your location as well, including internet availability, the required screen capabilities, connectors, and adapters to play the video(s). What equipment or resources do you need to supply? Check with your host that they (or someone else on site) will be able to assist with any technology troubleshooting on the day of. Are there other staff or teachers who will be in the room to help facilitate?
- **WHEN:** Plan to arrive at the location at least 20-30 minutes prior to the start of the session so you have plenty of time to set up and prepare, including testing the tech, making sure the video sound is working, acquainting yourself with the space, and identifying an area for breakout groups. Confirm with your host the dynamics of when you are presenting and where the teens are coming from/going to on either end of the session. Understanding these details will provide some helpful insight into the mindset of your participants.
- **WHY:** To best meet the participants where they are, it's important to understand why they're here. Did they self-select to take this course, or are you delivering to a group with mixed interests? Is this part of a larger curricula, or are you being viewed as more of a one-time guest speaker or someone who is introducing the topic that will be explored further over time? Knowing the "why" behind the teens' attendance will help you estimate their potential engagement level, and prep accordingly.

IV: HOW TO USE THIS FACILITATOR GUIDE

This Facilitator Guide is your step-by-step outline for how to facilitate the *Get Started: Intro to Money Basics* session, and includes a script, directions for delivery, and helpful tips and reminders. This Guide is for your own use when preparing for and presenting the session; it is not to be shared with program participants. Before diving into the Facilitator Script (Section V), read the key information below.

WHAT YOU WILL NEED FOR THE *GET STARTED: INTRO TO MONEY BASICS* SESSION:

- **Facilitator Guide:** Read through this full Guide prior to volunteering so you are prepared and confident before your session. Print out this Guide and bring it with you for reference and in case of technical difficulties.

- **Presentation Slides:** You will walk program participants through these slides during the session. They work hand in hand with the session outlined in the Facilitator Guide and are key to engaging program participants. In case of technical difficulties, download the presentation slides to your computer and send them to the host beforehand.
- **Video:** Each session has at least one video that corresponds with the lesson. The video(s) are embedded in the presentation and can also be found by visiting the Content page at *Jumpword: Moneywise America*. As with the presentation slides, download the video(s) to your computer and send them to the host as separate file(s) beforehand. Details on when to play the video(s) are included in the Facilitator Script (Section V).
- **Teen Guide:** Session worksheets and handouts should be distributed to program participants prior to the start of the session, either by you or your host. Teens will complete the worksheets during the lesson and keep them as a helpful takeaway. You can find the Teen Guide for this session (including the handouts below) by visiting the Content page at *Jumpword: Moneywise America*.
 - Pre/Post Session Self-Reflection Form
 - Be Moneywise Game Board Worksheet
 - 7 Essential Financial Principles Worksheet
 - Session Evaluation Survey (Note: Teens may complete the survey online using the link at the top of the form and in the presentation. For those who complete hard copies, please collect the surveys at the completion of the session and email responses to SchwabCommunityServices@Schwab.com)

PRE-SESSION CHECKLIST

Details of each session (the **WHO, WHAT, WHERE, WHEN, and WHY**) will vary for each facilitator. For a seamless delivery, work together with your host and Schwabbie volunteer partner(s) to make sure you've confirmed the following details. If you have any questions prior to your event, please email SchwabCommunityServices@Schwab.com.

<input type="checkbox"/> Confirm Attendees (Ages/Grades of Teens)	<input type="checkbox"/> Confirm Role of Each Volunteer
<input type="checkbox"/> Confirm Interest/Experience Level of Teens	<input type="checkbox"/> Confirm if Laptop is Provided (Or if You Will Bring)
<input type="checkbox"/> Confirm Role of Host; Exchange Contact Information with Host	<input type="checkbox"/> Confirm Who Will Run the Presentation Slides and Video(s) (You or Host)
<input type="checkbox"/> Confirm Who Will Provide Any Other Needed Materials Such as Sticky Notes or Markers (You or Host)	<input type="checkbox"/> Confirm Required Screen Capabilities and Tech to Play Video
<input type="checkbox"/> Confirm Who Will Print Teen Guide Materials (You or Host)	<input type="checkbox"/> Review Facilitator Guide and Video Script; Print Copies to Bring
<input type="checkbox"/> Confirm Internet Access at Location	<input type="checkbox"/> Brainstorm Personal Examples or Relevant Current Events to Share with Teens
<input type="checkbox"/> Confirm Space for Breakout Groups	<input type="checkbox"/> Arrive 20-30 Minutes Early for Prep
<input type="checkbox"/> Remember to Have Your Cell Phone Handy to Help Track Time	

VOLUNTEER GUIDANCE—ENGAGING YOUR TEEN AUDIENCE

This Guide includes a script for your session and ideas for introductions. For more comprehensive information on working with students of different backgrounds and abilities, and group facilitation techniques, refer back to your Employee Training Modules.

- **Personalize the Session:** Personalize the session by including real-life examples and stories. Try to make examples relatable to the teens; for example, speaking about retirement or goals 20 years from now may not resonate as much as saving \$100 a week from a summer job. It may be hard for teens to conceptualize past a few years in the future.
- **Don't Move Too Quickly:** Leave teens enough time to properly think through questions by taking pauses and stopping the video where necessary. Take breaks and allow for questions to ensure teens are following along with the session. And remember, silence in the group doesn't necessarily signal disengagement—participants may be processing the information/concepts they're hearing about.
- **Gauge the Personality of the Group:** For example, if the group is energetic, calling on people may be appropriate and an efficient way to encourage participation, but if the group is shy this may seem intimidating.
- **Engage the Host:** Allow the host to assist, as they may know methods for engaging their groups.
- **Meet Teens Where They Are:** Remember, teens aren't used to talking about financial concepts the way you and your colleagues, or even other adults might be. Use basic language and avoid complex financial, educational and/or Schwab-specific terminology that may confuse participants. Also be sure to present financial services and concepts objectively—do not “sell” Schwab to teens.
- **Use Proper Pronouns:** To personalize the experience and avoid accidentally offending someone by assuming gender identity, have the host ask each participant to add their preferred pronouns next to their name. Consider including your pronouns on your nametag as well to show inclusiveness.

Most importantly, remember to smile, use eye contact, and be friendly and conversational throughout the activity.

SESSION ADAPTATIONS

We all know that technology isn't foolproof; things happen! If challenges arise while facilitating, try not to stress. Be flexible and adapt, as best you can, by continuing to deliver the session. Here are some ideas for addressing potential hiccups:

- **Video Issues:** As noted above, it is best to bring the video(s) in a few formats. While the video(s) will be embedded in the presentation, also download them to your computer before the event and send them to the host ahead of time. If the video(s) do not play on the device you're delivering the program on, try a different format or have the host try to play the video(s). Prepare for the worst by coming with the session's video script(s) printed out (Section VI of this Guide) so you can summarize the concepts if needed. Don't spend too much time fussing with the video(s); if they don't work, read the script(s) and move on to the next activity.
- **No Internet:** Familiarize yourself with the lesson ahead of time and think through your action plan if tech is unavailable. Bring a printed copy of this Facilitator Guide to the

session so you will still have all the presentation information and the teens will be able to do the activities.

- **No Room for Breakout Groups:** If there is no space for teens to work in small groups, have them work in pairs, or do all the activities together as one big group, encouraging participation from everyone. Or, get creative! Choose a way to “split” the group into teams while keeping everyone in the same space. For example, “if your birthday is between January–March, you’re team A. What would everyone on team A choose for this question?”

SHARE YOUR EXPERIENCE

We are proud of our Schwab volunteers for empowering the next generation with financial literacy skills through Moneywise America. As we continuously enhance this program, we want to hear from you about your volunteer experience. Following your session, please consider doing the following:

- Share your volunteer feedback by visiting *Jumpword*: Moneywise America and navigating to the Quicklinks section
- Join the conversation on the Moneywise America Teams channel
- Post on social media (*Jumpword*: Schwab4Good)

V: FACILITATOR SCRIPT



Get Started: Your guide to teaching and introducing money basics.

Session Overview

The purpose of this session is for participants to gain awareness of the fundamental principles that should guide their relationship with money as they move forward in life and work towards achieving their personal goals. While financial knowledge is important, the journey to financial wellness is crafted from healthy financial habits and behaviors. **Get Started: Intro to Money Basics** may be a stand-alone learning experience, and the lesson is designed for high engagement through an interactive “Game of Life” concept. Participants will record a future goal and then watch a video on financial decision making, making their own choices throughout regarding the following financial principles/decision points:

- It all starts with your goals.
- Save money for emergencies.
- Live by the 50/30/20 rule.
- Understand post-secondary education is one of the biggest financial decisions of your life.
- Avoid paying interest and fees to financial companies whenever possible.
- Don't leave money on the table.
- Start saving and investing as early as possible to maximize the financial benefit of compounding.

Key Takeaways:

After the video, provide an additional explanation of each financial principle/decision point to offer rationale for why some decisions may be better than others to achieve personal goals. Although playing the game is an individual effort, participants will come together to review and discuss the financial principles/decision points.

Participants should take away the understanding that although money is an everyday part of life, financial capability begins with the personal goals they have for the future. Setting personal goals, understanding the six financial principles/decision points, and knowing how and when to implement them are the first steps towards building confidence to make choices that allow financial freedom.

Session Outline: In-Person Delivery



Notes to Facilitator:

- Remember this is a guide, personalize your talking points so it doesn't feel like you're just reading to the students.
- Be relatable! You're talking to teens so try not to use too much "industry" language.
- Remember not to push Schwab on the students when talking about financial institutions or brokerage firms. Always say "through Schwab or similar companies, you can do XYZ."
- If you're meeting with the same group of student's multiple times, you can skip the "Collaborate" section after your first session.

Welcome

- Welcome: Community Circle Exercise 5 minutes
- Collaborate 1 minute
- Pre-Session Self-Reflection 4 minutes
- Objectives 1 minute

Engage

- Engage: Be Moneywise Game 20 minutes
- Discuss: Be Moneywise Game Board Worksheet 10 minutes
- Discuss: 7 Essential Financial Principles Worksheet 6 minutes

Explore

- Financial Principles Review: 7 Essential Financial Principles Worksheet 4 minutes
- Financial Principles Gallery Walk: 7 Essential Financial Principles Worksheet 4 minutes

Wrap-Up

- Post-Session Self-Reflection & Evaluation 4 minutes
- Close 1 minute

Total:
60 minutes

Materials Needed

Facilitator

- Presentation slides (PPT)
- Facilitator Guide (PDF); printed copy of this document; includes:
 - Video Script
- Video (this is embedded in the presentation slides, but you may want to download as back-up)

For Participants

- Teen Guide (PDF), includes:
 - Pre/Post Session Self-Reflection Form
 - Be Moneywise Game Board Worksheet
 - 7 Essential Principles Worksheet
 - Session Evaluation Survey



WELCOME

Notes to the Facilitator:

Community Circle, or Dialogue Circle, is a practice designed to develop trusting relationships and positive connections. It encourages engagement and authentic dialogue and distributes power relationships so that all participants sit/stand facing one another and have equal weight in group dynamics.



Facilitation: **Welcome**
5 minutes (Slides 2-4)

Greet participants by introducing yourself. Take 5 minutes to guide participants through Community Circle. Have participants sit or stand in a circle and provide them with the following directions:

- *“Good Morning/Afternoon. My name is _____ and I’m from Schwab and I’m a Moneywise America volunteer. My job is _____ and I’m here today to start the conversation about how you see your future, and how your personal goals are connected to your financial, and other decisions. Before we dive in, we will start with a Community Circle. **(ADVANCE TO SLIDE 3)** The way it works is that each person takes a turn responding to the question as we listen attentively. I will ask the question, and whoever begins can choose the next person to hand off to. The question is: **Where do you see yourself in the future?** It could be 5 years down the road, 10 years, or even 20 years from now.” **(ADVANCE TO SLIDE 4)***

After everyone takes a turn sharing, transition to Collaborate, SLIDE 5



Collaborate

Notes to the Facilitator:

Setting norms within a group is essential to establish the expected behaviors of group members. As participants will be working collaboratively and cooperatively with both you and each other, the “4 P’s” are designed to promote the development of mutual respect and a collaborative spirit.



Facilitation: **Collaborate**
1 minute (Slide 5)

Present participants with the group norms of collaboration, elaborating if needed.

- *“We will be working together as a group, so here are some guidelines, that we can follow to help us succeed in our work together. Can I get a volunteer to help me read through the ‘4 P’s’?”*
 1. *Posing questions—If you’re unsure, ask! It’s the best way to learn.*
 2. *Putting ideas on the table—Sharing your ideas helps us all learn.*
 3. *Paying attention to self and others—Being attentive shows respect and encourages curiosity.*
 4. *Presuming positive intentions—Start with the assumption that people mean well—it will make us better listeners and communicators.”*

Thank the participants who volunteered, by name, and transition to the Pre-Session Self-Reflection, SLIDE 6



Pre-Session Self-Reflection

Notes to the Facilitator:

Participants will use the Pre/Post-Session Self-Reflection Form twice during the session. Here, they will be asked to respond briefly to a prompt before the lesson begins. Towards the end of the session, they will be asked to respond to the same prompt. This will reinforce key lessons and how they can apply them to their lives.

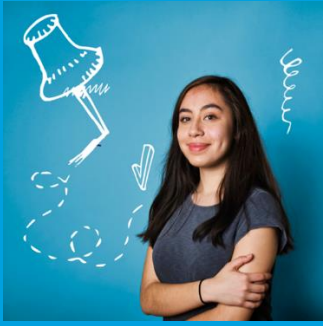


Facilitation: **Pre-Session Self-Reflection**
4 minutes (Slides 6-7)

Have participants access the **Pre/Post Self-Reflection Form** and give directions for completion:

- *“Before we get started, I have a question that I’d like you to respond to. Once you access the Pre/Post Self-Reflection Form, please write a sentence or two to respond to this question. Don’t worry about writing a long paragraph, just focus on getting your general thoughts or ideas down in 1 to 2 sentences.*
- **(ADVANCE TO SLIDE 7)** *How does decision-making impact my ability to reach my personal and financial goals? Take a moment to think about this question and let me know if you have any questions. Hold on to this form, as we will revisit this same question at the end of today’s learning experience.”*

Transition to Objectives, SLIDE 8



Objectives

Notes to the Facilitator:

Learning objectives help provide a roadmap for the participants and give purpose to the learning.



Facilitation: Objectives
1 minute (Slide 8)

Explain learning objectives to participants:

- *“Today during our session, you will be able to:*
 - *Identify a personal goal*
 - *Make financial decisions based on your personal goals*
 - *Reflect upon how your decisions impact your ability to reach your personal goals.”*

Transition to SLIDE 9 and have participants access the [Be Moneywise Game Board Worksheet](#) to guide them through the game: “Be Moneywise!”



ENGAGE: Be Moneywise

Introduction

Notes to the Facilitator:

The game “Be Moneywise” is designed to engage participants in understanding the 7 Essential Financial Principles. The game goes through 6 financial decision points and prompts the participants to make decisions. For each financial decision participants will record their choice on their personal game board. The video walks through each question and the best answer for each financial decision.

After playing the video, you will walk participants through each question again (using the Power Point slides) to reinforce important talking points outlined on the following pages.



Facilitation: **Engage**
20 minutes (Slide 9)

Introduce the main activity to participants—playing the game “Be Moneywise.”

- *“Today we will be playing a game together. It’s a financial game of life called ‘Be Moneywise.’ To play the game, you will first need to think of a long-term personal goal that you have. Think about what you want to do 5-10 years in the future, or what you want to be in the future. Does this goal include just you? Or are there others to consider? Once you think of this goal, you will write it down at the top of your game board. The reason why we set a personal goal is that our financial decisions, or how moneywise we are, directly impacts if we are able to achieve our personal goals.”*

(Give participants 2 minutes to brainstorm and write down their goals.)

When participants are ready, **transition to SLIDE 10** and continue explaining how to play “Be Moneywise.”

- *“In a minute I will begin playing the ‘Be Moneywise’ game show video and introduce you to today’s host, Cameron. The objective of today’s game is to reach your personal goal through your decision making.*
- *To play the game, throughout the video:*
 - *Listen to the financial decision being presented in each question.*

Make the choice you think will help you reach your goal and select it on your Be Moneywise Game Board.”

Transition to SLIDE 11 to play the Get Started: Be Moneywise video. Following the video, transition to SLIDE 12 to reinforce the key financial principles for each question.



Discuss: “Be Moneywise!”

Notes to the Facilitator:

Use the script to reinforce the financial principle for Question 1:
Save money for emergencies.



Facilitation: **Practice**
10 minutes (Slides 12-18)



Question 1:

You are in high school and landed a part time job. You just got your first paycheck. What do you do first?

- A) Buy new school supplies that you need
- B) Take your friends out to celebrate
- C) Set aside some of the money for emergencies

“The best option for Question 1 is C.”

“To set money aside for emergencies, create a savings category or account to keep money separate from what is used for day-to-day spending. Unexpected expenses will always arise—you just don’t know when. An emergency fund ensures you’re able to cover those expenses without derailing your short- and long-term savings goals, or worse, needing to go into debt when the unexpected happens. You might find it’s sometimes hard to cover needs in a month, so creating an emergency fund might seem like a luxury—but if you can make room for both, you’ll be a lot better prepared when those financial curve balls occur.”

As time goes on, you’ll want your emergency fund to grow to cover 3-6 months of expenses—something that could help you cover unexpected expenses or weather loss of income due to being out of work or sick for a long period of time.”

Notes to the Facilitator:

Use the script to reinforce the financial principle for Question 2: Live by the 50/30/20 rule.



Question 2:

You've had your part time job for a while now. How do you manage the money you earn? Do you:

- A) Be flexible, figuring out how to spend and save as you go along
- B) Create a written spending plan (or budget) and separate the money into categories for needs, wants, and savings

"The best option for Question 2 is B."

"Remember, there's a budgeting rule of thumb called the 50/30/20 rule that suggests:

- *50% of your net income (the amount of money you earn, after taxes and deductions are taken out) should go to needs*
- *30% to wants*
- *20% to savings (including emergency, short- and long-term)*

By making a plan based on this approach, you can be sure to have your financial resources managed both now and in the future. And remember, it's a suggestion, not an absolute mandate. Just creating a budget can tell you if there are opportunities to clean your financial house—if needs consistently use more than 50% of your net income, you may be living above your means—to get things more in line, you can try and earn more and/or cut back on expenses. You need to adapt the rule to your own circumstances—if you live at home with your parents and have very few expenses in the "needs" category, you might spend less in that category and instead beef up your savings category so the money will be there for your needs in the future.

People with plans are more likely to reach their goals, so having a written plan and budget helps you to get one step closer to achieving what you want. The savings category is particularly helpful in reaching short-, medium-, and long-term goals. Decisions that are made in the short term can impact longer-term goals. For example, short-term savings for an upcoming first aid course may help you get a summer job as a lifeguard (a medium-term goal), which could then help you earn money for your college applications and future career goal as a marine biologist (long-term goal)—they are all inter-connected."

Notes to the Facilitator:

Use the script to reinforce the financial principle for Question 3: *Your post-secondary education is one of the biggest financial decisions of your life.*



Question 3:

How do you approach your college and education choices? Do you:

- A) Start looking at the options in advance with a focus on a few of your most likely career choices?
- B) Apply now and figure out what you want to do and how you'll pay for it after you start your program.

“The best option for Question 3 is A.”

“Most people are aware of all the non-financial reasons to continue education after high school: learning, gaining new experiences, social interactions, qualifying for jobs and more. All of this comes with costs and opportunities. With some planning, you can minimize the out-of-pocket costs and maximize the career benefits of an education. Whether it's a certification program, college, or graduate school, you'll want to look at ways you can cover the costs:

- *Scholarships and grants*
- *Savings and family support*
- *Work study*
- *Student debt*

Look at all your options without debt first, and then try to finance the lowest possible amount using the most attractive options (usually a federal student loan.) Remember, every dollar that you can save for school is one dollar less that you'll have to borrow. Finally, you'll want to ensure you can leverage your education after it's done. Ask yourself:

- *Does this experience help me get closer to my career goals?*
- *Will my income after graduating be enough to cover my living expenses and any loan repayment?*
- *What are my best choices to manage the costs and opportunities that will come from the education?*
- *What can I do now to start identifying some careers of interest and narrowing the types of choices I make for additional education?”*

Notes to the Facilitator:

Use the script to reinforce the financial principle for Question 4: **Avoid paying interest and fees to financial companies whenever possible.**



Question 4:

You've graduated high school and signed up for your first credit card! You have a \$1,000 limit. How do you decide to use your card?

- A) Buy that new \$1,000 cell phone that just came out. Putting it on your credit card means monthly payments of only \$40/month. You can easily afford that
- B) Just put a couple of small purchases on it that you know you can pay off at the end of the month

"The best option for Question 4 is B."

"The convenience and availability of a credit can make it very easy to spend money that you don't actually have, even if you plan on paying it off later. There's an opportunity cost to the use of credit that comes in the form of interest charges and late fees. That means if you're paying interest and fees, that money can't be available to help you reach your goals. Irresponsible use of credit cards can also result in long-term consequences (like higher rates or not being eligible for opportunities) down the road when it is time to borrow money for larger items such as a car, education, or house. There are specific behaviors that will allow you to use credit cards responsibly that include:

- 1) Pay your bill on time to avoid late fees. These fees could add between \$20-\$40 extra on your bill every month!*
- 2) Try and pay your bill off in full to avoid any interest charges. Using a credit card is a convenience so you don't need to pay with cash—not an opportunity to buy things you can't afford. This will save you interest (the money the credit card company charges you to be able to use credit).*
- 3) Keep up with your emergency savings. This will minimize the need to use credit to cover emergencies when they arise.*

Beyond credit cards, look to minimize fees for any financial services you use. When possible, avoid fees for checking balances, accessing accounts, cashing checks, or getting cash advances. Fees add up and can keep you from your goals."

Notes to the Facilitator:

Use the script to reinforce the financial principle for Question 5: *Don't leave money on the table.*



Question 5:

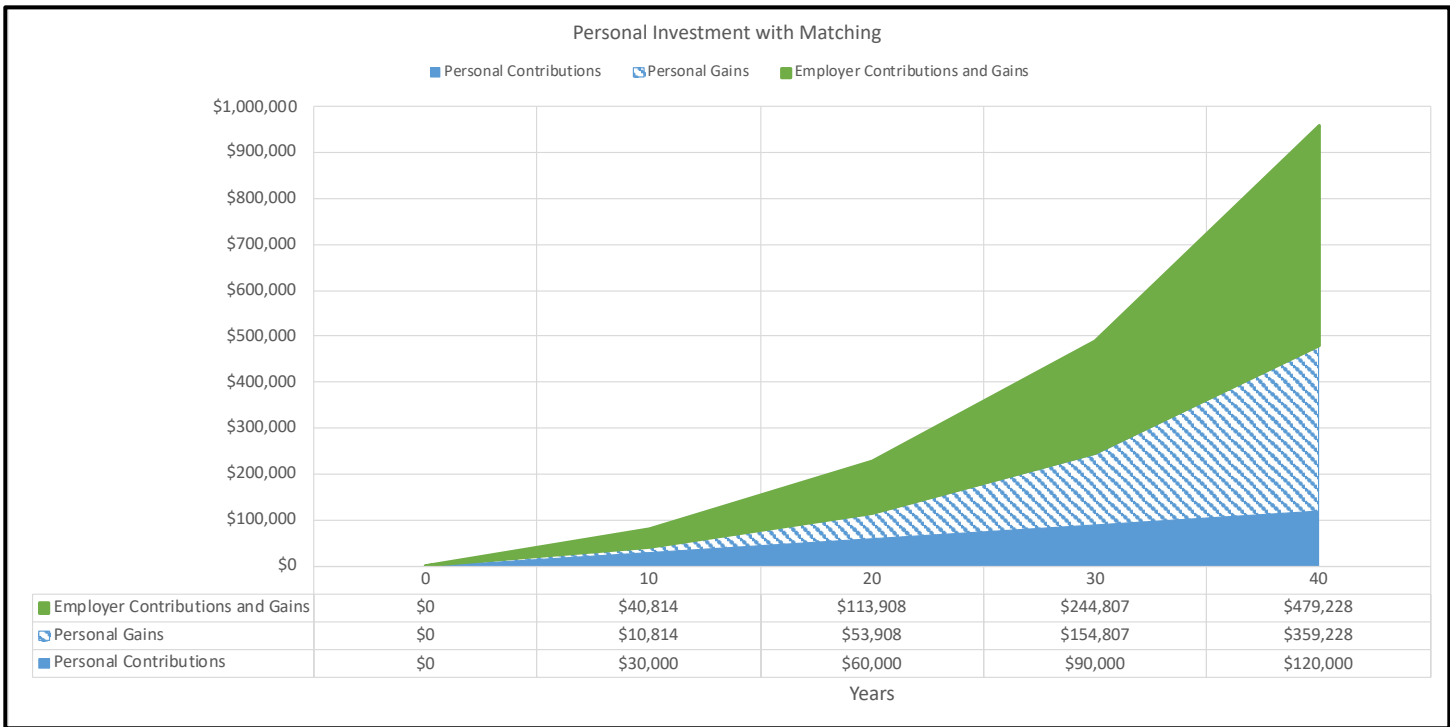
You just started a new full-time job that you're excited about, and the company offers retirement benefits! They offer to match up to 3% of the amount you choose to save in a retirement account. The catch is that you can't use that money until you retire...What do you do?

- A) Put at least 3% of your paycheck into the retirement account to get the full match even though you won't be able to access it until retirement without incurring penalty fees
- B) Keep your money in a traditional savings account that you can access whenever you need it. You'll have the flexibility to access your savings at any time but won't get the 3% matching from your company

"The best option for Question 5 is A."

"While having money saved for emergencies and the short-term is essential, it is also important to save for the long-term. You can save for more than one goal but when an employer offers to match your retirement savings, jump on it! Retirement savings have tax benefits and company matching is free money that can compound on your savings and grow over time. Again...we are going to circle back to your emergency savings. Making sure to have enough saved up will ensure you don't have to dip into other savings buckets when the unexpected occurs."

**Experts recommend half your savings gets ear-marked for long-term and the other half gets set aside for short-term (including your emergency fund).*



	No match Investor	Investor with match	Difference	Difference as %	Difference in Contribution	Difference in Gain
Year 10	\$40,814	\$81,628	\$40,814	50.00%	\$30,000	\$10,814
Year 20	\$113,908	\$227,815	\$113,908	50.00%	\$60,000	\$53,908
Year 30	\$244,807	\$489,614	\$244,807	50.00%	\$90,000	\$154,807
Year 40	\$479,228	\$958,457	\$479,228	50.00%	\$120,000	\$359,228

Notes to the Facilitator:

Use the script to reinforce the financial principle for Question 6: **Start saving and investing as early as possible to maximize the financial benefit of compounding.**

Additional tips to share with participants if time allows:

- *Have a good idea of your short- and long-term goals.*
- *Be sure you have 5 years or more to invest your funds, so you're not tied to the ups and downs of the market.*
- *Mutual funds and exchange traded funds (ETFs) are great ways to invest. You can also buy stocks and bonds directly or even fractional shares or "slices" of a stock rather than the whole thing.*



Question 6:

You've been working for a while now and get a promotion. You have enough money in your emergency savings and you're saving and investing for retirement with employer matching. You still have a small amount of money left over and are considering investing it. Do you:

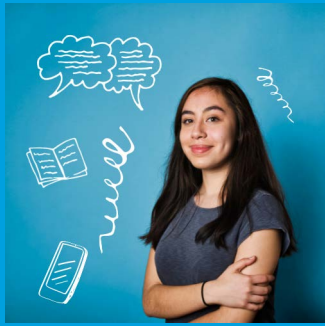
- A) Decide to pass on investing now, and wait until you have enough money for an investing "portfolio"
- B) Invest now even though the amount is small. You're ok living without that money for 2-5 years or more
- C) Invest immediately in a hot stock because those investment gains could come in handy for the down payment on a car or house you want to make in 1 year

"The best option for Question 6 will vary based off your individual goals."

"The pathway to investing can take a bit of time, but the most important thing to know is that the sooner you start, the longer your money can grow due to compounding. Some other key points to know are:

- *There are many ways to invest your money, and the decision should always align with the personal and financial goals for the short-, medium-, and long-term. Think about when you will need your money, and the type of risk you are willing to take.*
- *An investment portfolio is a group of investments, usually made up of stocks, bonds, and/or cash (otherwise known as assets).*
- *Diversification is key. In other words, don't put all your eggs in one basket and invest in just one thing. By spreading out your investments in various types of assets you can minimize the risk related to a single type of investment and over time, experience higher rates of return.*

It's important to get started—but not take on any more risk than you can afford to take. All investing has risk. Just different types and different levels. But you can lose out by not investing and keeping all your money in savings."



Discuss

Notes to the Facilitator:

After playing the game, this is the time for participants to think more about the connection between the game and the personal goal they initially identified. Ideally participants will be in small groups to discuss the questions.



Facilitation: **Discuss**
6 minutes (Slide 19)

Participants should be arranged in **small groups** for discussion if possible. If not, conduct the discussion with the whole group or have participants do a pair-share with the person next to them. Make sure participants refer to their gameboard:

- *“Now that we’re done with the game and you’ve heard about these financial concepts, I have a couple of questions for you to discuss with your group. First, I want you to read the personal goal that you wrote on your gameboard. Do you think the choices you made while playing the game would help you achieve this goal? (Explain to your group).”*

Give participants 2-3 minutes to discuss in small groups (or as a whole group if not available). Then call the group to attention.

- *“Ok, next question: Again, looking back at your choices, which would you keep the same, and which would you go back and change? (Go ahead and talk about this with your group).”*

Give participants 2-3 minutes to discuss in small groups (or as a whole group if not available). Then call the group to attention.

Transition to SLIDE 20, Financial Principles Review



EXPLORE: Financial Principles Review

Notes to the Facilitator:

Reviewing this slide is designed to be a collaborative task to help participants develop and share their ideas with the group. It also serves as a reinforcement of the concepts presented during the Be Moneywise! game. Participants will be asked to share one or two principles that stood out to them. Participant responses should be charted on the slide to see the groupings and patterns of thought among participants.



Facilitation: **Financial Principles Review**
4 minutes (Slides 20-21)

Bring participants' attention to the Financial Principles Review slide.

- “Today we played a game and had some fun together. My goal for today was for you to be able to make a personal goal, make some financial decisions based on that goal, and then reflect on those decisions. The decisions you made were based on the 7 Essential Financial principles listed on this slide, which you can also access as a worksheet.
- **(ADVANCE TO SLIDE 21)** Think about which of these principles stood out to you the most that will be valuable in the future...or even something you are able to implement now to help you achieve your personal goals. Select two principles that stood out to you the most. I'll create a tally of our responses as you respond.”

Provide 2-3 minutes for participants to make their selections and allow participants to use raised hands and/or call out their answers. Highlight trends across participants by exiting present mode and tallying the answers on the slide.

Transition to **SLIDE 22** for the Gallery Walk exercise



Financial Principles Gallery Walk

Notes to the Facilitator:

The Gallery Walk is a technique used to have participants reflect on the contributions of the group. While they are not engaging in a literal walk, the idea is for them to be able to see ideas that are similar or different to their own and begin to identify patterns of thought among the group. As you ask participants to respond to the questions, please provide wait time. Depending on the group and comfort level of the participants, answers may not be given immediately, which is acceptable. You may want to give an initial response to get the ball rolling to encourage participants to respond. Additionally, it is important to reinforce that there are no correct or incorrect responses, everyone has a perspective that they may speak on.



Facilitation: Financial Principles Gallery Walk
4 minutes (Slide 22)

After recording participant responses to the *7 Essential Financial Principles*, conduct a Gallery Walk.

- *“Now that we are finished, I want you to take a moment to look at our preferences.”*
 - *What do you notice?*
 - *Are there any patterns that you see among the responses?*
 - *Why do you think (identify principle/s with the most tally marks) has connected most with people?*
 - *Why is this list important as you go through life?”*

**Transition to the Post-Session Self-Reflection & Evaluation,
SLIDE 23**



WRAP-UP: Post-Session Self-Reflection & Evaluation

Notes to the Facilitator:

Participants will complete the rest of the Pre/Post Self-Reflection Form by answering the same question posed in the beginning of the session. If participants ask why they are answering the same question, prompt them by asking if there are any new understandings or perspectives they could add to their original response.

After completing the Self-Reflection, participants should complete the Session Evaluation Survey found in their Teen Guide, or follow the link provided to complete it online.



Facilitation: **Post-Session Self-Reflection & Evaluation**
4 minutes (Slides 23-24)

Have participants access their **Pre/Post Self Reflection Form**.

- *“Before we end our time together, I want you to go back to the very first question that I asked you: **How does financial decision-making impact my ability to reach my personal and financial goals?** Take a moment to think about how you would respond to this question after the information and activities from this session. You can write a sentence or two to respond to this question.*
- *When you are finished, please go to the Session Evaluation Survey in your Teen Guide, or use the evaluation link provided, to complete a very brief survey on your experience with this session.”*

Collect any hard-copies of the completed survey. Transition to Close, SLIDE 25



Close

Notes to the Facilitator:

This part of the session provides closure to participants' learning experience. It gives a last opportunity to connect the participants to the content through a personal reason or anecdote from the facilitator related to the significance of the 7 Essential Financial Principles.



Facilitation: Close
1 minute (Slide 25)

Thank participants for their time, attention, and engagement.

Single Session Closing:

- *“Before we end, I want to thank you for your time today. Being here to facilitate your understanding about the 7 Essential Financial Principles was important to me because... [offer a personal reason here, e.g., “I wish I’d had this information when I was your age, so I’m really happy to be able to provide it to you” or “I help adults with managing their money all day long, and it’s great to be able to work with the next generation.”] I appreciated listening to your ideas, and helping you work through our ‘Be Moneywise’ game. So once again, thank you.”*

Alternate Closing if coming back for additional sessions:

- *“Before we end, I want to thank you for your time today. Being here to facilitate your understanding about the 7 Essential Financial Principles was important to me because... [offer a personal reason here, e.g., “I wish I’d had this information when I was your age, so I’m really happy to be able to provide it to you” or “I help adults with managing their money all day long, and it’s great to be able to work with the next generation.”] I appreciated listening to your ideas, and helping you work through our ‘Be Moneywise’ game.*
- *I look forward to seeing you again to elaborate more on the essential financial principles. So once again, thank you.”*

VI: VIDEO SCRIPT

Get Started: Video Talking Points

“Be Moneywise”

- The video starts with Be Moneywise game show host, Cameron, explaining the object of the game—to reach the personal goal participants wrote down on their Be Moneywise Game Board.
- For each question, participants will be presented with a financial decision and need to make a choice.
- Before the game starts, Cameron introduces the contestants—Maya and Eddie. Maya is 16 years old. Ultimately, she wants to work in fashion marketing, but first she wants to travel the world with her band. Eddie is fifteen years old and currently works at his parents’ small business. His long-term goal is to start a small business of his own and to buy his mom a house someday.
- In addition to Maya and Eddie, the session participants will play the Be Moneywise game throughout the video. The Facilitator Script outlines each question and the best answers, as well as talking points for key financial principles to reinforce. Refer to the Script to walk participants through the video content.