



Moneywise
America

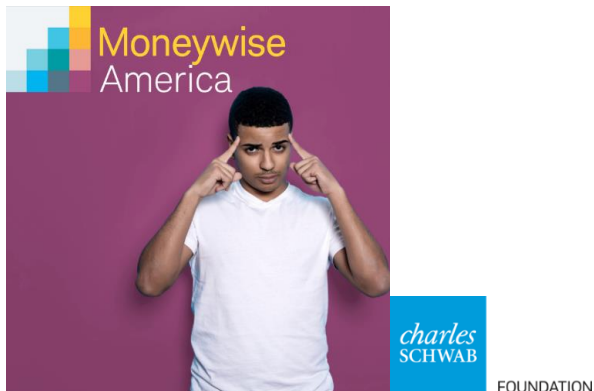


MANAGE YOUR MONEY



*Your guide to teaching
about paychecks,
financial companies
and services.*

*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, *Manage Your Money: Paychecks and Financial Companies and Services*, is the first session in Module 2 of the MWA framework, focused on money management.

| 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 *Manage Your Money: Paychecks and Financial Companies and Services* 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 for 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 *Manage Your Money: Paychecks and Financial Companies and Services* 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 *MANAGE YOUR MONEY: PAYCHECKS AND FINANCIAL COMPANIES AND SERVICES* 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
 - How to Access Money and Where Should Income Go? Reference Sheet
 - Where Should Income Go? 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 teens 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, ask for teens to use name tags with their preferred pronouns. 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. Don't forget to look into the camera!

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.

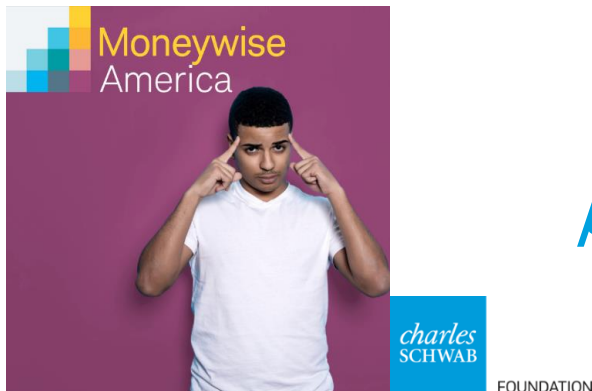
- **No Room for Breakout Groups:** If there is no space for teens to work in small groups, have them work in pairs, or do all the activities together as one big group, encouraging participation from everyone. Or, get creative! Choose a way to “split” the group into teams while keeping everyone in the 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



Manage Your Money: Your guide to teaching about paychecks, financial companies, and services.

Session Overview

The purpose of this lesson is to introduce participants to elements of money management: understanding a paycheck, knowing where to put money, and grasping the products/institutions that can safely store your money.

Video 1 will present the teen characters meeting up after earning and/or receiving a sum of money. They have so many questions they want answered, such as, what should they do with the cash and/or paycheck they now have? How will they save and/or access their money?

Participants will give initial advice to the teens from their current perspective, and then receive information and suggestions from their facilitator and the video, including a general overview of the types of financial institutions, products, and services that are available to them. How will participants revise their advice based on the new information? And how will they use this knowledge to help them achieve their own short-, medium-, or long-term goals?

Take Away:

Participants should take away the understanding that money has an interesting journey from paycheck to pocket. From where to place money, to the associated costs, to the amounts that get deducted from a paycheck, there is more to keeping track of your money than meets the eye.

Session Outline: In-Person Delivery



Notes to the Facilitator:

- Remember this is a guide, personalize your talking points so it doesn't feel like you're just reading to the participants.
- Be relatable! You're talking to teens so try not to use too much "industry" language.
- Remember not to push Schwab on the participants 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 participants multiple times, you can skip the "Collaborate" section after your first session.

Welcome

- Welcome: Thumbs Up or Down Exercise 6 minutes
- Collaborate 2 minutes
- Pre-Session Self-Reflection 4 minutes
- Objectives 2 minutes

Engage

- Manage Your Money: Video 1 4 minutes
- Discuss and Chart 6 minutes

Explore

- Manage Your Money: Video 2 7 minutes
- Practice and Discuss: Where Should Income Go? Worksheet PART A 12 minutes
- Create: Where Should Income Go? Worksheet PART B 6 minutes

Wrap-Up

- Wrap-Up: Where Should Income Go? Worksheet PART A 6 minutes
- Post-Session Self-Reflection & Evaluation 4 minutes
1 minute
- Close

Total:
60 minutes

Materials Needed

Facilitator

- Presentation slides (PPT)
- Facilitator Guide (PDF); printed copy of this document, includes:
 - Video Scripts 1&2
- Videos 1&2 (these are 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
 - How to Access Money and Where Should Income Go? Reference Sheet
 - Where Should Income Go? Worksheet
 - Session Evaluation Survey



WELCOME

Notes to the Facilitator:

“Thumbs Up or Down” is a cooperative learning strategy that invites participants to express their opinions and take a position while incorporating movement and discussion.

To begin, read a statement. Afterwards, give participants a chance to express their position using a thumbs up or thumbs down. You can call on a volunteer from each position to explain the reason for their selection. This helps the group understand each other's perspectives.



Facilitation: **Welcome**
6 minutes (Slide 2-8)

Greet participants by introducing yourself. Take 6 minutes to guide participants through “Thumbs Up or Down.” Provide participants the following directions:

- *“Good morning/afternoon. My name is _____ and I’m from Charles Schwab and I’m a Moneywise America volunteer. My job is _____ and I’m here today to start the conversation about what you can do with the money you have, receive, or earn as income from a job. **(ADVANCE TO SLIDE 3)** To begin, I’m going to make a statement and depending on your position, you’ll give me a Thumbs Up if you Agree, or a Thumbs Down if you Disagree.” **(ADVANCE TO SLIDE 4)***

Share the following statements. Ask one participant from each position (Agree or Disagree) to explain the reason for their opinion.

- *Money is an important part of my life. **(SLIDE 4)***
- *I feel confident in managing my money. **(SLIDE 5)***
- *I’ve been to a bank and have opened a checking or savings account. **(SLIDE 6)***
- *When questions arise about managing money, I know where to go to get the answers I need. **(SLIDE 7)***

Thank participants and transition to Collaborate, SLIDE 8

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.

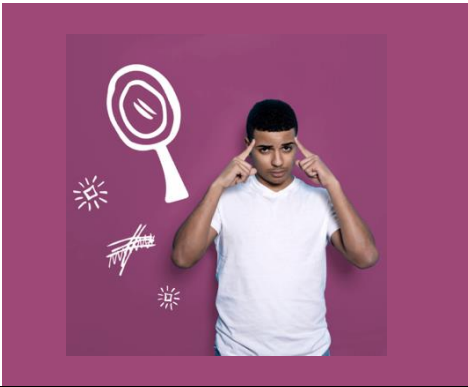


Facilitation: **Collaborate**
2 minutes (Slide 8)

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—S Start with the assumption that people mean well—it will make us better listeners and communicators.”*

Thank the participants that volunteered, by name, and transition to the Pre-Session Self-Reflection, SLIDE 9



Pre-Session Self-Reflection

Notes to the Facilitator:

Participants will use the Pre/Post Self-Reflection Form (found in their Teen Guide) 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 help reinforce key lessons and how they apply to their lives.



Facilitation: **Pre-Session Self-Reflection**
4 minutes (Slide 9-10)

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 10)** *What do I do with the money I earn or receive? 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 11



Objectives

Notes to the Facilitator:

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

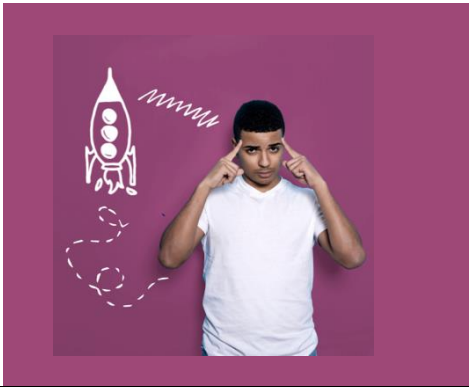


Facilitation: Objectives
2 minutes (Slide 11)

Explain learning objectives to participants:

- *“Today during our session, you will be able to:*
 - *Understand the journey of money from paycheck to pocket*
 - *Identify the various types of financial institutions that are available to help you manage your money*
 - *Understand the parts of a paycheck including various types of deductions”*

Transition to show Manage Your Money: Video 1, SLIDE 12



ENGAGE

Manage Your Money: Video 1

Notes to the Facilitator:

Providing participants with a short introduction to the video will help set the stage for how they view the video.

This video begins with the teen characters coming together for an outing at the mall. Eddie and Cameron are excited because it is payday, and they have money to spend. Eddie has cash, Cameron has a check, and Maya has an unpaid internship. The premise of this video is to get participants thinking about what they “actually” do with their earnings once issued, and is the gateway into understanding the financial institutions, products and services that are available to individuals.



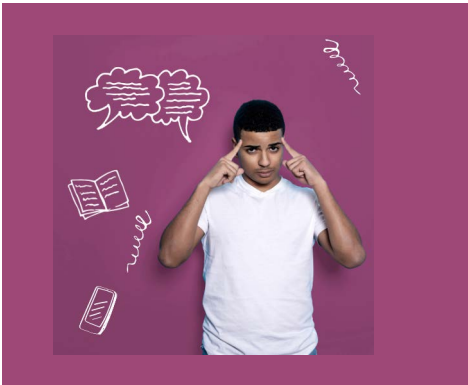
Facilitation: **Engage: Video 1**
4 minutes (Slide 12-13)

Before showing **Manage Your Money: Video 1**, prompt participants with the following:

- *“Today we’ll start our session with Eddie, Cameron, and Maya. To recap, they all have some sort of part-time work. Eddie helps his mom in her business, Cameron’s works part-time at a local science museum, and Maya has an internship. Let’s see what happens when they get together.”*

(ADVANCE TO SLIDE 13, play Manage Your Money: Video 1)

Transition to discussion prompts and prepare to chart responses within the slide presentation, SLIDE 14 (directions on following page)



Discuss

Notes to the Facilitator:

The purpose of the discussion is for participants to make suggestions for what Eddie and Cameron can do with their new income. To connect with participants, describe your first job, how you felt when receiving your first paycheck, and your probable surprise when noticing the difference between gross and net pay.

Discussion Questions:

Depending on the flow of the conversation, and participants' prior knowledge of the concepts, providing additional prompting can elicit more conversation. Asking, "What makes you say that?" can be a good way to help participants elaborate on their ideas.

Charting:

This process helps validate and summarize participant responses. Later in the session, participants will look at these initial ideas to see if they will revise any of the suggestions that are made.



Facilitation: **Discuss**
6 minutes (Slide 14)

Facilitate a discussion among participants about what each character should do with their new income. All ideas and suggestions will be “charted” to review for their next round of work.

- *“It seems that Cameron and Eddie are very excited about making money from their jobs. As an aside, my first job was _____ and when I got my first paycheck I felt _____ and was surprised by... [describe something such as realizing that take home pay was so much less than gross pay]. Now we are going to take some time to discuss what we think Eddie and Cameron should do with the money they've made. I'm going to record the ideas that we come up with as we begin to discuss. Let's take the following questions into consideration:*
 - *What should Eddie do with his cash each time he gets paid?*
 - *What should Cameron do with his paycheck?*
 - *Are there multiple options of where they can they put their money, or how they can access their money?”*

While participants discuss possible answers to the questions, exit present mode and begin recording their responses within the question boxes on the slide presentation. Participants will refer to these answers later on.

Transition to SLIDE 15, show Manage Your Money: Video 2



EXPLORE

Manage Your Money: Video 2

Notes to the Facilitator:

The informational video is designed to give the following information:

- Introduction to the types of financial institutions and services that exist
- Explanation of the difference between checking and savings accounts, including access and fees

After the video, ask participants if they have any questions about the concepts that were presented. Although it can be uncomfortable, make sure to give the appropriate amount of wait time to participants so they may think of their questions. Then, move on to the next part of the session.

Creating Breakout Groups:

If using breakout groups, aim to create them while participants are viewing Video 2 to maximize timing.



Facilitation: **Explore: Video 2**
7 minutes (Slide 15-16)

Introduce the informational video to participants:

- “I’d like you to get a better understanding of what you can do with your income, or the money you earn—whether it is a paycheck or cash. We’re going to look at a short informational video. If you have any questions, hang on to them so we can circle back to them after the video.”

(ADVANCE TO SLIDE 16, play Manage Your Money: Video 2)

After showing the video, solicit questions from participants and provide clarifying answers to check for understanding.

- “What questions do you have about the information from the video?”

After answering questions, transition to SLIDE 17 and have participants access the How to Access Money and Where Should Income Go? Reference Sheet and Worksheet. If possible, assign participants to small groups. The number of groups should be appropriate for the overall number of participants.



Practice: Where Should Income Go? PART A

Notes to the Facilitator:

Review Where Should Income Go? Reference Sheet:

This resource summarizes the information provided from *Manage Your Money: Video 2*. This will be useful for participants to think about and make recommendations for both Cameron and Eddie. Note that this handout is only for reference, and not be filled out.

Review Where Should Income Go? PART A:

This focuses on making choices for Cameron and Eddie, but also for participants to justify decisions. Ideally this will be done in small groups, but if not possible, participants can work independently. Use any of the following prompts as a check in:

- *Time Check* - “There are a couple of minutes left. Make sure to complete your justifications along with your recommendations. Are there any questions?”
- “I notice people coming up with ideas. Get ready to share those ideas with the group.”



Facilitation: Practice: Where Should Income Go? PART A

7 minutes (Slide 17)

Call the group to attention to review the **How to Access Money and Where Should Income Go? Reference Sheet**, and the directions for **PART A** of the **Where Should Income Go?**

Worksheet:

- “Before you get started with your activity, let’s review the materials you have. There is a reference sheet that has a summary of the information given in the video about financial institutions and types of accounts. You will use this reference sheet to complete **PART A** of the **Where Should Income Go? Worksheet**.”
- After explaining the directions, **GO BACK TO SLIDE 14** so participants can see which answers they provided initially (and you charted). Direct participants through the following steps:
 - “First: work with your group to review the ideas we initially came up with about what Cameron and Eddie should do with their money.
 - Second, using the reference sheet, create a recommendation for both teens based on their goals and spending habits.
 - Last, provide a justification or reason to support your decision. Decide on a group member to share out loud what you’ve come with.”

(Give small groups 5–7 minutes to collaboratively complete this part of their worksheet, or independently if needed.)

Transition by calling the group together to share responses, **SLIDE 18**



Discuss: Where Should Income Go? PART A

Notes to the Facilitator:

Where Should Income Go? PART A:

When groups share their recommendations and rationale, make sure to validate each response. Use any of the following prompts to acknowledge each response in a meaningful and authentic way:

- *“Thank you. I noticed that you...”*
- *“Thank you for sharing. It was interesting that...”*
- *“Thanks for that response. I notice you gave a recommendation based on Cameron or Eddie’s goals.”*
- *“Thanks for that response. I notice you gave a recommendation based on Cameron or Eddie’s expenses and spending.”*



Facilitation: **Discuss: Where Should Income Go?
PART A**
5 minutes (Slide 18)

Call the group to attention, or bring the group back together, to present their recommendations:

- *“Let’s quickly go around the “room” to share the recommendations that each (group/some of you) has come up with. Make sure to explain why you made these recommendations.”*

(Provide 5 minutes of share out time.)

Transition by moving to PART B of the worksheet, SLIDE 19



Create: Where Should Income Go? PART B

Notes to the Facilitator:

Where Should Income Go? PART B:

The next section of the handout is for participants to reflect and apply the information to their own lives. They will be answering the following questions:

- *“What are my short, medium-, and long-term goals?”*
- *“What types of financial resources do I need to reach these goals?”*
- *“Based on the information I’ve learned, when I earn or receive money, where should I keep it?”*
- *“Is this plan realistic for me to put into action? If not, what additional steps do I need to take to reach my goals?”*

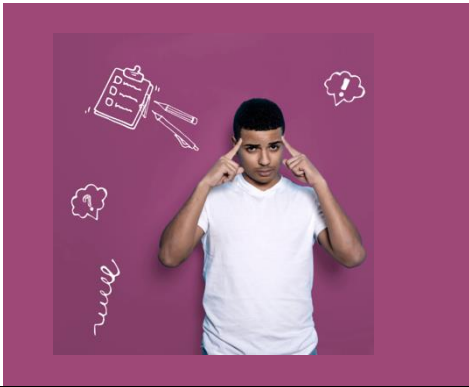


Facilitation: **Create: Where Should Income Go?
PART B**
6 minutes (Slide 19)

Move to **PART B** of the **Where Should Income Go? Worksheet** (found on the second page of the worksheet).

- *“Now I want you to look at **PART B** of the worksheet individually. You are going to create your own action plan for any income you take in now, or that you will earn in the future. Start at the top and answer the questions to follow the path to create your action plan. Not everyone has the same circumstances, so not everyone will develop their plan in the same way.”*
(Provide 7 minutes of work time, answering any questions that participants may have.)

Transition by calling the group to attention for the Wrap-Up Discussion, SLIDE 20



WRAP-UP

Notes to the Facilitator:

The questions in this part of the session are designed to review both parts of the *Where Should Income Go?* handout. When asking wrap-up questions make sure to ask participants to elaborate or clarify their responses to promote critical thinking about the content. Use the following prompts to solicit more detailed responses:

- “Can you elaborate on...”
- “What makes you say...”

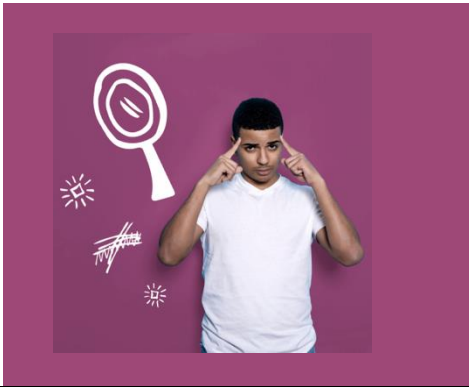


Facilitation: **Wrap-Up**
6 minutes (Slide 20)

After participants have completed their Personal Action Plan in **Part B** of the **Where Should Income Go? Worksheet** come back together as a whole group to discuss and reflect. Ask participants the following questions:

- “Let’s take a minute to reflect together on the work we did.”
 - In **Part A**, as a group, did we have many similar recommendations for Cameron and Eddie? Why might that be?
 - Think about the informational video. How does that information impact the choices you’ll make with your current or future income?
 - How do the decisions about where to put your money give you choice and freedom for your future?”

Transition to the Pre/Post Self-Reflection Form, SLIDE 21



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. Remember to collect any surveys completed in-person.

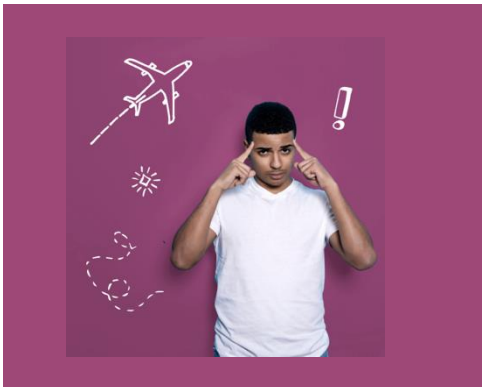


Facilitation: **Post-Session Self-Reflection & Evaluation**
4 minutes (Slide 21)

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 you asked yourself: **What do I do with the money I earn or receive?** 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 23



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 session's content with a personal reason or anecdote from the facilitator related to what they did when they got their first paycheck, or how it felt to earn money from their first job. Participants can understand the practical application of the session through this example.



Facilitation: **Close**
1 minute (Slide 22)

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 talk with you about what to do with the money you earn or receive is important to me because... [offer a personal reason here, e.g., ‘I wish I’d had this information when I was your age,’ or ‘I hope you can avoid some of the pitfalls I’ve had.’] I appreciated listening to your ideas, and the recommendations you had for Eddie and Cameron. I hope you will be able to use your action plan to start moving towards your personal and financial goals. 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 talk with you about what to do with the money you earn or receive is important to me because... [offer a personal reason here, e.g., ‘I wish I’d had this information when I was your age,’ or ‘I hope you can avoid some of the pitfalls I’ve had.’] I appreciated listening to your ideas, and the recommendations you had for Eddie and Cameron. I hope you will be able to use your action plan to start moving towards your personal and financial goals. When I come back, I look forward to sharing more about the ways you can manage your money.”*

VI: VIDEO SCRIPTS (1&2)

Manage Your Money: Video 1 Talking Points

“Payday!”

- Video 1 starts with Eddie, Cameron, and Maya discussing their current internships/jobs and how they get paid. Eddie works at his mom’s business and gets paid in cash every two weeks, while Cameron works at a science museum and gets paid by check. Maya’s internship is unpaid.
- Maya asks Eddie and Cameron what they are planning to do with their first paychecks. Though they both have future goals they plan to save for—Eddie wants to buy his mom a house and Cameron wants to attend college—they first want to celebrate with some food at the mall. On their way to get corn dogs, Maya informs Cameron he can’t buy food with a check.
- Cameron then realizes that he doesn’t know what to do with his check, and that the amount on the check is actually less than he thought he would get paid.
- Maya informs Cameron that the payment is less because taxes are taken out of his paycheck. She prompts both boys to think about where they should store their money moving forward.
- Both Eddie and Cameron begin to realize that they need a plan for storing and saving their money in order to reach their future goals.
- The video ends with Eddie, Cameron, and Maya all wondering—what happens after pay day?

Manage Your Money: Video 2 Script

- Building off the questions asked in Video 1, this video explores different types of financial institutions—banks, credit unions, and cash checking services—to help participants decide how to manage their money and what to do with the paychecks (and other money) they receive.
- As Cameron was in the last video, most people who receive a first paycheck are surprised to see that their take home pay isn't the same as what they earn. Taxes, insurance, and other deductions are taken out of your gross pay, and you end up with something called your net pay, which is the amount you'll actually receive in a paycheck.
- The most important thing to know about banks and credit unions is that the federal government insures your money up to \$250K, so when you put money into an account, your money is protected—you won't lose it if the bank/credit union goes out of business.
- When you put your money in one of these financial institutions, you will open a checking or savings account. With checking accounts, you can access your money whenever you want with few restrictions (think everyday expenses). This account typically comes with a checkbook and a debit card that you can use to access money from an ATM or make purchases that are deducted straight from your account. With checking accounts:
 - They may require a monthly minimum amount you need to keep in your account to avoid maintenance fees, or you may be charged a fee when withdrawing money from an ATM machine not associated with your bank or credit union
 - You can also be charged an overdraft fee if your account does not have enough money in it to cover a payment you've made. You can get overdraft protection for your account to avoid some of these fees
- A savings account is designed for saving money, so there might be limits to how often and where you can take out this money. Savings accounts are most often used for short term goals and for emergency savings because the amount of interest you can earn usually isn't high. With savings accounts:
 - You may be charged a fee if you make too many transactions or withdraw money too many times. It's smart to shop around for a bank or credit union with no monthly fees and ATM locations that are convenient for you
- Banks and credit unions are convenient—you can check your account balance, track what you spend, and what you save online, or use an app on your phone. They also offer direct deposit, which allows you to access your money quicker straight from your employer, usually with no fees.
- Another option is using check cashing services, but these will likely cost you more in the long run, as they charge fees and/or a percentage of the checks they cash, and your money is not protected by government insurance.
- The video ends with a question to listeners: What can you do with a paycheck? How do you access your money? When thinking through these questions and how you want to manage your money, remember to keep your personal goals in mind.