

PERSONAL *finance*

FINANCIAL
CHAMPIONS
Helper's
Guide



PEER REVIEWED

202026

ACKNOWLEDGMENTS

CURRICULUM DESIGN TEAM

Marilyn Furry, Ph.D., Penn State University – Team Leader

Claudia Mincemoyer, Ph.D., Penn State University – Team Leader

Suzanne Badenhop, Ph.D., University of Kentucky

Jan Carroll, Ph.D., Colorado State University

Lynn Garland, University of New Hampshire

Diane Johnson, The Ohio State University

Kevin Keith, National FFA Organization, Indianapolis, Indiana

Maria Pippidis, University of Delaware

Nancy Porter, Ph.D., Clemson University

Wanda Shelby, University of Arkansas

Alan Smith, Ph.D., United States Department of Agriculture, Washington, D.C.

Rebecca J. Travnichek, Ph.D., University of Missouri

Amanda J. Travnichek, 4-H youth representative, Savannah, Missouri

FINANCIAL SUPPORT

The Financial Champions Academy curriculum was developed in partnership with the InCharge Education Foundation, Inc., a national non-profit organization specializing in personal finance education and research. The InCharge Education Foundation publishes YOUNG MONEY magazine and Military Money™ magazine and offers consumer credit and money management education programs to InCharge Debt Solutions clients and the general public. For additional information, visit the web sites for the InCharge Foundation, the YOUNG MONEY magazine and the Military Money™ magazine.

PILOT TEST SITES

We received invaluable feedback on the Financial Champions curriculum from many states that participated in the pilot of this series.

CONTENT AND DESIGN

Writer/Editor: Denice McConnell, Write Now, Pennsylvania

Design and Production: TM Design, Inc., Maryland

SPECIAL THANKS

Brenda Holcomb and Kimberly Boonie, staff assistants, made this project possible with their patience and attention to detail.

ACADEMIC STANDARDS

Applicable academic standards are included in the *Financial Champions Helper's Guide*, page 43.

Copyright 2020 National 4-H Council. All rights reserved. Reproduction without permission of National 4-H Council is strictly prohibited.

“The highest use of capital is not to make more money, but to make money to do more for the betterment of life.”
– Henry Ford

The green ink on a dollar bill is made from a secret formula.

The word “money” comes from the Latin word moneta. Moneta is the name of the place in ancient Rome where money was first made and stored.



PERSONAL *finance*



Helper's Guide

TABLE OF CONTENTS

Helper's Introduction	2
Learn by Doing	3
Ages and Stages of Youth	4
Group Activities	
At Your Service	6
Advertising Action	8
Take a Stand	12
Before and After	14
Conducting a Quiz Bowl	16
Shopping Cents Field Trip	19
Go for the Goal	24
Money In, Money Out	26
Make it Fun—More Group Activities	29
Make It Interesting—Learning More	36
Answers to Youth Guide Activities - Book 2	37
Additional Resources	42
Academic Standards	44



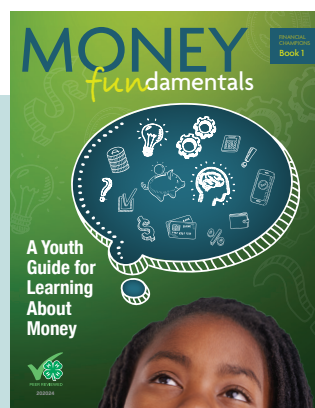
HELPER'S INTRODUCTION

GREAT EXPECTATIONS

Personal finance skills are often not emphasized in a standard school curriculum. Whether you're a teacher, youth club leader or in another position of influence in youth education, you'll find this personal finance curriculum to be very practical. Youth who learn how to be good caretakers of their money can apply those skills to other areas of their lives. For instance, this curriculum provides information on goal setting. The activities also emphasize how to communicate about money, and by extension, how to discuss other topics. The *Financial Champions* series encourages interaction with the community and learning how to learn by developing research skills.

Each group activity begins with objectives that include a defined life skill and a personal finance skill. Indicators are listed to measure successful completion of the activity by youth. At the beginning of each activity, materials, time and group size are suggested. There is also background information for helpers.

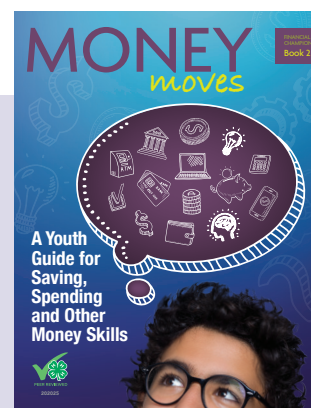
Here is what you can expect young teens to learn from each youth activity book:



BOOK 1: Money Fun-damentals

As an introduction to personal finance, youth will examine their own thoughts about money with a personality quiz. They'll discover money motivators in themselves and others. Other activities teach goal setting, the difference between needs and wants, communication skills and how to budget. As teens complete activities and participate in leadership experiences, they are learning how to **make sound decisions** and how to **manage themselves** in everyday situations. Helpers should emphasize the importance of these skills in all aspects of youths' lives. You can help youth understand the life skill and its importance by asking questions that apply to topics other than personal finance. Life skill questions might include:

- Why is making sound decisions important?
- How do you feel about your ability to make sound decisions?
- How can you improve your ability to make sound decisions?



BOOK 2: Money Moves

Financial skills evolve in the second book. Teens will learn about financial institutions, the pros and cons of credit and how to select financial services. Other topics include check writing, an overview of advertising, comparison shopping and judging possible financial choices. The life skill youth will practice most frequently throughout the second book is the ability to **acquire and evaluate information**. Learning how to obtain data, how to interpret what is found, predict outcomes and analyze information based on choices made are skills that allow youth to become informed and competent consumers. Helpers can guide youth to understand the life skill and its relevance by asking questions related to the life skill, such as:

- Why is acquiring and evaluating information important?
- How do you feel about your ability to acquire and evaluate information?
- How can you improve your ability to acquire and evaluate information?



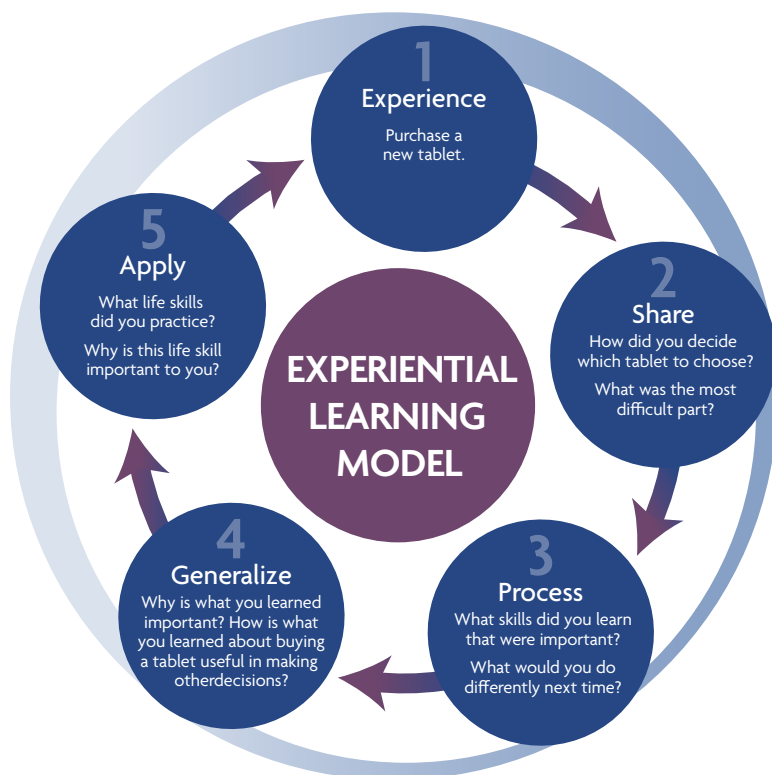
LEARN BY DOING

The experiential learning model is the basis for *Financial Champions* activities. The steps in this model are specific and sequential. Experiential learning encourages youth to try to do the activity before being told or shown how. Reflection and application questions ask youth to share what they did, process what was most important about the experience, generalize the life skill and personal finance skill to their own lives and think through how they could apply the skills to a new situation.

Youth learn best through trial and error and practice. As they learn and discover new concepts and skills on their own, youth begin to feel they are competent. The greatest gift adult leaders can give youth is to help them realize they are capable of mastering new skills.

THE EXPERIENTIAL LEARNING MODEL*

(Example: Buying a Tablet)



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
© 1983 John Wiley & Sons, Inc.
Reprinted with permission of John Wiley & Sons, Inc.

The Helper's Guide has the following sections to provide you additional activities and interesting experiences:

- 8 fully-developed youth activities that enhance or expand concepts learned in the Youth Guides
- Answers to youth guide activities
- Group activity ideas
- A financial planning play
- A word find
- Icebreakers
- Community service ideas
- Leadership ideas
- Exhibit ideas
- Presentations and demonstrations for youth
- Additional resources
- Academic standards



Each activity in *Financial Champions* has a series of questions or comments to help you work with youth using the experiential learning process:

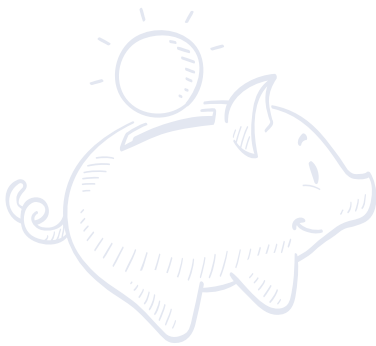
-  Talking Money with the Champions (Share)
-  Champions Maneuvering Money (Process)
-  Making Cents with the Champions (Generalize)
-  Financial Champions: Heroes for Life (Apply)



AGES AND STAGES OF YOUTH

GRADES 7–9

Youth do not develop at the same rate. Understanding general developmental patterns of youth 12–15 years old will help you plan activities appropriate for the age group. Remember that these are guidelines. You will need to be sensitive to diverse personalities and abilities.



Young Teens (12 –13 year olds)

Growth spurts beginning with adolescence occur at a wide range of ages, with girls usually maturing before boys. These rapid changes in physical appearance may make some teens uncomfortable. Treat youth sensitively according to their age, not their development. A mature appearance doesn't guarantee a mature attitude.

Young teens move from concrete to more abstract thinking. Playing with ideas can be as much fun as playing sports. Ready-made solutions from adults are often rejected by young teens in favor of finding their own solutions. Leaders who provide supervision without interference will do well with this age group.

Small groups provide the best opportunity for young teens to test ideas. Justice and equality become important issues. Opinions of peers may be more important than opinions of parents and other adults. Teens enjoy the social interaction and acceptance they receive in peer groups.

Puberty is a time of self-definition. Young teens begin to test values and seek adults who are accepting and willing to talk about values and morals. Adults can help by providing activities that lead young teens to self-knowledge.

At this stage, adults should avoid comparing young people with each other and should be careful not to embarrass them. Young people want to be a part of something important and have opportunities to develop responsibility.

Financial freedom comes only when you live a life that you can afford and can afford the life you live.

Mid-Teens (14 –15 year olds)

Mid-teens tend to be absorbed in themselves and their peer groups; families, teachers and other adults may become less important. Relationship skills are usually more developed than younger teens. Acceptance by members of the opposite sex becomes more important towards the end of this stage.

Mid-teens begin to think about the future and make realistic plans. Their vocational goals influence the activities they select. Teens set goals based on their personal needs and priorities. Goals set by others may be rejected. As they master abstract thinking, teens can imagine new solutions that could challenge adult viewpoints.

These teens usually can initiate and carry out tasks without supervision. Allow youth to plan activities and evaluate outcomes. A leader can be helpful by arranging new experiences in areas of interest to mid-range teens. However, helpers should allow input from youth in planning and evaluating activities. Think of yourself as an advisor or coach for independent learners.

While teen development may result in unpredictable emotions, it also results in activities that have a profound influence upon development. As helpers, never underestimate the impact your actions and words have on youth of any age.



*You should have two aims in life:
to make a little money first and
then to make a little money last.*

REFERENCES:

4-H Electric Design Team. (1999). *Electric excitement*. (p.4 – 5) (4-H-BU-6852-1999).



AT YOUR SERVICE

OBJECTIVES

Youth Will Learn:

Making decisions

Personal Finance Skill to Practice:

Being a good consumer

Success Indicator:

Identifying services in their communities and learning how to evaluate them as consumers.

WHAT YOU NEED

Time Involved:

One or more meetings

Suggested Group Size:

Large groups should be divided into working teams of 4–6 youth

Materials Needed:

Various colored paper or flip charts, town/city/community map, markers, local newspapers, phone book directories

INFORMATION

BACKGROUND

The economy in your community provides both goods and services to meet the needs of people and other businesses. It's often easy to see the businesses that provide goods or products. Sometimes it is more difficult to find service providers because they can be small, family-based businesses. Services are helping occupations that contribute to the welfare of others. Examples are plumbers, lawyers, painters, decorators, horseback-riding instructors, sports coaches or accountants.

THE ACTIVITY

- 1 Ask youth to think individually about the services they or their families use. Then, brainstorm and develop a list of service providers.
- 2 Ask youth to check resources using a phone book, other directories or interviews to discover additional services that are provided to people in your community.
- 3 Have youth develop a map of their community that highlights locations of service providers. Are there additional services that reach into your community from a more distant location? Make a list of those additional services and write them around the boundaries of your community.
- 4 Have youth analyze their map. Think about what services are most provided or least provided in their community. Are there gaps or types of services that don't reach into the community? In a service where there are multiple providers, how would consumers decide on which one to patronize? How do interested consumers investigate service providers? What makes a quality service provider?
- 5 After a map has been created, have youth select a service that interests them. Have youth develop interview questions to ask the business owner or manager who provides the selected service. Questions might include:
 - How did you get started in business?
 - What types of training/education did you have before you started your business?
 - How do you stay current in your field?
 - Where do your customers come from?
 - How do you advertise your business?
 - Have there been any changes to your advertising strategies since you started the business?
 - How do you set your business goals?
 - How much money did it take to start your business? How did you finance the start-up costs?
 - How many employees do you have and how do you recruit and train employees?
 - What aspects of your business make you different from your competitors' businesses?





Discover over 180 National 4-H Curriculum titles in mission areas of Science, Engineering and Technology; Healthy Living; and Citizenship. Youth activity guides are filled with fun, engaging experiences that cultivate abilities youth need for everyday living as they progressively gain knowledge about subjects that interest them.

All titles have been reviewed and recommended by the National 4-H Curriculum Jury Review process, signifying their excellence in providing hands-on learning experiences for youth.

SCIENCE, ENGINEERING AND TECHNOLOGY

Agricultural Science

- Afterschool Agriculture

Animal Science

- Beef
- Cat
- Meat Goat
- Dairy Cattle
- Dairy Goat
- Dog
- Embryology
- Entomology
- Exploring Farm Animals
- Horse
- Pets
- Poultry
- Rabbit
- Sheep
- Swine
- Veterinary Science

Engineering and Technology

- Aerospace Adventures
- Electric Excitement
- Computer
- Exploring 4-H Robotics
- Geospatial
- Sewing Expressions
- Small Engines
- Woodworking Wonders

Environmental Science

- Exploring Your Environment
- Forestry—Forests of Fun
- Fishing for Adventure
- Outdoor Adventures

Plant Science

- Down-to-Earth—Gardening in the Classroom
- Gardening

Science Discovery

- Science Discovery Series

HEALTHY LIVING

Health and Fitness

- Bicycle Adventures
- Child Development—Kids on the Grow
- Keeping Fit and Healthy

Nutrition

- Foods
- Microwave Magic

CITIZENSHIP

Communication and Expressive Arts

- A Palette of Fun
- Communications—Express Yourself!
- Photography
- ¡Qué Rico! Latino Cultural Arts
- Theatre Arts
- Visual Arts

Community Action

- Citizenship—Public Adventures
- Service Learning

Leadership

- Exploring 4-H
- Step Up To Leadership

Personal Development

- Consumer Savvy
- Financial Champions

Workforce Preparation

- Be the E—Entrepreneurship
- Get in the Act!

RESOURCES

- Experiential Learning Video

Find more about *Financial Champions* and other projects online at:

www.4-hcurriculum.org



The 4-H Pledge

I pledge

my Head to clearer thinking,

my Heart to greater loyalty,

my Hands to larger service,

and my Health to better living,

for my club, my community,

my country, and my world.