I. The Project.

A. Why teach these projects?

Money is a part of our daily living. The well-being of the individual and/or the family depends greatly on the successful management of income. In addition, credit is playing an ever-increasing role in family financial management. Young people, while being educated to earn a living, should also be educated to manage their money. Perhaps too much emphasis is put on increasing income and too little consideration given to using money effectively.

Money management skills can be learned much the same as other skills through example and experience. Boys and girls learn to handle money more sensibly if they get a chance to use it and make their own mistakes.

B. What is included in these projects?

The objectives are to have boys and girls:

1. learn to apply the steps in the management process.
2. gain experience in planning.
3. realize that individuals spend money differently because they have different values and goals.

C. Who can take these projects?

These projects are designed to teach young people from 11 to 15 to use money wisely.

Cash and Stuff Unit 1 is designed for ages 11 to 12; and The Game of Cash and Stuff Unit 2 is for ages 13 to 15. However, participation is not strictly limited to those groups. Interest and level of understanding are important considerations in helping a 4-H’er determine which project to take.

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II. Teaching the Project.

A. Time required.

Four or more meetings; approximately an hour long.

B. Meeting place.

Anywhere members can have writing facilities. (One meeting can be a trip to a financial institution (bank, credit union, or savings and loan association.)

C. Supplies needed.

1. Leader’s Guide.

2. Project Guide (for each member).

D. Getting ready to teach.

1. Leaders should try to keep a record of their spending for a month and try to anticipate problems the 4-H member may encounter.

2. Study the Leader’s Guide and project books.

3. Get the parent’s cooperation so that they may:
   a. teach at home.
   b. understand the project.
   c. understand how the project can answer questions about money.

E. Preparation for meetings.

1. Carefully plan each meeting or activity. You should know what you want to accomplish and how to do it. You may want to choose a committee of three 4-H members to help select activities. Give responsibilities for activities. Outlines are given, but these are only suggestions. Use your own ideas and those of the 4-H’ers.

2. There should be a minimum of four meetings, but this may be adjusted to meet the needs of your group. The time between the meetings allows members to keep records of their spending and to get help before the next meeting.

3. At each meeting, prepare your group for the next meeting. Prepare assignments to maintain interest and involvement.
III. Meeting Outlines.

The outlines are only some suggestions to help you get started. You may want to change them to suit your group. Check with the 4-H agent to determine which available audio-visuals are suitable.

First Meeting

Objective: Introduce members to the project.

A. Read or let members read the purposes which are listed in the beginning of the project book.

B. Explain how the project is to be completed.

C. Ask members to read the project guides before the next meeting. Those taking Unit 1 should read to the middle of page 7, and those taking Unit 2 should read to page 5. They might check items they don't understand or write in questions. At the next meeting you can answer these questions.

Ask members to keep records of money received and expenditures between the first and second meeting. Use the first week on page 8 of Unit 1 and page 6 of Unit 2.

D. For an educational activity use the Lesson Outline (page 5) or select one from the list of Possible Activities for Club Meetings (page 4).

Second Meeting

Objective: To increase the understanding of the steps in completing the project.

A. Look over the record books to see how well the members followed the directions. They may have questions about the record sheets.

B. Begin on page 11 of Unit 1 to discuss "how I shared", or "how we can share." Include sharing items other than money in the discussion.

You should discuss and explain how to plan using money for the next week or month. Ask members to keep records using the forms for "plan to use money" and "how I used my money."

C. Plan for the third meeting.
Third Meeting

Use the same outline as for the second meeting, planning different activities.

Fourth Meeting

A. Demonstrations or illustrated talks may be given by several club members.

B. Records may be turned in if this is the last meeting.

Possible Activities for Club Meetings

Select activities that meet the needs and interests of your group. You might get members to help in the selection.

1. You may want to tour a financial institution (bank, credit union, or savings and loan association.)

2. The members can tell how they earn money. Select some jobs that are profitable for this group and teach them how to do them well.

3. Members may design and make exhibits for club and county-wide events.

4. Members may give demonstrations on suitable topics, such as: other aspects of budgeting; the history of money; cost of shoplifting to consumers; cost or use of credit; shopping for a savings account; cost of college.

5. Set up a club project to help someone who needs it. This may not require money, but it can teach members to share time and talents as well.
Lesson Outline

This lesson outline should be put into your own words.

People who manage money will get more things they really want than do people who manage poorly. Poor managers drift along, spending money for things on impulse rather than on the basis of planning. Then they have no money left when they want something really important.

Good managers look at things they would like to have and then decide which ones mean the most to them. This could be a gift, making a contribution, or buying something personal.

Money Management is divided into three parts:
1. Acquiring money.
2. Planning for the use of money.

Planning for the use of money is the most difficult part of money management. The first part of planning is balancing income with expenses. Write out your plan, adjusting it so that income is not exceeded by expenses.

Try out the plan for a period of time, for 4-H’ers, a week or two is probably enough. Ask if the actual income and expenses were the same as in the plan. If not, adjust the plan.

Many 4-H’ers as well as adults say they cannot plan because they don’t know what their expenses will be. You can figure what your expenses will be by keeping records of how much was spent. Then use these expenses in the first plan. There is no one plan that is just right for everyone. Each person has to develop his or her own plan based on income, wants, and needs.

Here’s where your list of goals, your record of income, and your list of expenses are helpful. These are necessary when making a plan.

A. INCOME

Discuss "Where do we get money?"

1. Allowances.
2. Handouts.
3. Earnings.
Is your income for this month likely to be different from last week's (month's)? (example: birthday gifts, more babysitting, etc.). After we know approximately how much money we will have, we can begin planning how to use it.

B. FIXED EXPENSES

A fixed expense is one which is the same each week or month. An example would be your club dues and the group could give other examples.

C. FLEXIBLE EXPENSES

Flexible expenses are not the same each week (month). The same items may be purchased each month, but the cost is not the same. Or they may be unforeseen expenses or emergencies. In planning your flexible expenses, you have lots of decisions that you can make. You may choose to buy or not to buy. Maybe the group can name some flexible expenses they have had within the last week.

D. SAVINGS

If the total of fixed and flexible expenses is greater than income, see which expenses can be reduced in the future. If the income is greater than expenses, then the planning is working. Through good planning, there should be money left over for savings. In fact, savings should be the first item in any budget or spending plan.

Decide what you want to buy, what is important to you, and what is necessary. Determine how much it will cost and how long it will take to save your money for the purchase. Planning for savings is the means for obtaining what you want now, and in the future.