



BIZ KID\$
Episode 301: "Are You Financially Literate?"

Day Two
Introduction

Play part of the theme music for "Biz Kid\$" from the episode to motivate and engage the students. Then stop the music, welcome the students to today's session, and introduce yourself. If needed, ask students to please use their name tags.

Review and Connect with the Previous Session

In Episode 301 of "Biz Kid\$", you learned about the importance of setting financial goals; to commit to making saving a habit; to live on a budget and spend less than you earn; and the importance of managing debts and cash flow.

What are some examples of financial institutions that can help you reach your financial goals?

What is the difference between short-term, medium-term and long-term goals?

The "City Chicks" organic egg business, run by Jackson and Giorgia, is an example of an opportunity for young people to make money. Obviously, their parents supported that endeavor as well. We know that those Biz Kids had to gather the eggs, clean them, package them, and sell them. They had savings goals and put money in an account at the bank regularly.

What values do you think their parents were teaching them?





What are some questions you have about what we didn't learn about the egg business? List students' ideas and keep them for future reference regarding starting a business.

Examples might include:

- What costs were involved in building and maintaining the coops?
- Is a license needed for such a business?
- Are there zoning regulations to consider?
- What are the costs of the vet bills?
- What does chicken feed cost?
- Where do they get the cartons?
- What are the costs of their business cards and logo?
- What if they can't sell all the eggs to their neighbors?

What could you do to get the answers to these questions?

In the episode, we also saw the financial institution run by students at Georgetown University. Students held the positions of teller, loan officer, and branch manager. They discussed a simple savings account, and also an account that would earn more interest, but involves greater risk. They used terms such as a checking account linked to a savings account, "CD"s, debit card, check book, "NSF", a good credit history, compound interest, leveraged assets, and a financial reputation.

What did you learn from this part of the episode that was new information for you?





Jason, the "Pencil Bugs" creator, is a Biz Kid with big plans! He took us step-by-step through his financial goals and his dream of a "Pencil Bug Empire"! He told us it takes patience and planning...

Tracy, the Golden Gloves Boxer, has a goal of participating in the 2012 Olympics. He constantly evaluates "wants versus needs", and budgets his time hour by hour, and his money dollar by dollar. He uses a laptop to track his spending and his schedule. Budgeting your time and money gives you independence.

Andrew, the owner of "YoYoYogurt" emphasizes how important it is to pay your bills on time.

All of the Biz Kids or young entrepreneurs featured in this episode have first-hand knowledge of financial literacy that they are sharing with you. Now it's up to you to put some of these ideas into practice. In other words, you have to "earn your dragon"!

Give students a moment to stretch and then ask them to please be seated.

ACTIVITIES

1. Create a personal budget.

Either individually or working in small groups, have students create categories for a personal budget for themselves. They should include entertainment (movies, DVDs, CDs...); school supplies; clothes; savings; gifts; food treats; art supplies; charitable giving, and so forth.

They may use large chart paper, notebook paper, a word processor, or whatever is most appropriate for your class.





After about ten minutes, have a class sharing of categories, listing them as students suggest them so there are no duplicates, but as many categories as necessary. Make the list available for students to see while they work on their “budgets”.

Next, have students use a specific amount of money, such as ten dollars a week, or whatever amount you deem most appropriate for your group, and have them allocate amounts in each category. (This is practice, not written in stone!) Students may want to confer with each other as they complete

this part, which is fine as long as the noise level is fine with you! Again have a group sharing time, realizing that students will have different ideas about how they allocate their funds. It will be a learning experience in more ways than one!

Have students share their budgets with their families and see what suggestions and comments parents have regarding personal and family budgets. It may be the first time some families have discussed such issues. Students sharing what they’ve learned from this episode will facilitate the family discussion.

2. Financial goal setting.

Have students set specific short-term, medium-term, and long-term financial goals. Discuss time frames as well as their “wants”.

Allow for a class discussion and group sharing so they can get a sense of what others are thinking as well. Remind them to review their goals frequently and make adjustments as needed. Plans can be adjusted!





Thank students for their attention and participation in today's session!

Distribute copies of the "Family Activity Sheet" and the "Biz Terms" sheet to each student to share with their families today!

