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1. WHY DO YOU NEED MONEY?

Help the students understand that money is used to **make trade-offs**, **achieve goals**, and **secure freedom**.

💬 *Ask: Why is money important to you?*

Explain to the students that money helps them make trade-offs. A trade off is a compromise. It means to take less of something in order to have more of another. Making trade-offs is essential in a world of competing needs and wants.

Teach the students that money helps them achieve their goals. Help them reflect on what kinds of lives they want to live. For example: Do you want to live in the city, or the country? What kind of vehicle do you want to drive? How does money play a role?

Explain that financial freedom is essential to personal freedom. It's a crucial ingredient in obtaining "optionality" – the ability to make a variety of choices on your own. For example, has the lack of money ever prevented you from participating in something important to you (e.g. going to prom, joining a sports group, or entering a competition)?



2. HOW DO YOU GET MONEY?

Help the students understand that money comes as a result **having a job**.

💬 *Ask: What is a job?*

Help the students understand that jobs come in all shapes and sizes. Some are temporary, some are permanent. Some employ you part of the day, others most of the day.

Talk about an "occupation", or a career. How does an occupation differ from a job?

Ask the following question: How do you choose a job that's right for you? Discuss how individual interests, talents, and limitations relate to finding and keeping jobs.

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Talk to the students about wages. How do different jobs pay (e.g. hourly, salary, retainers, contract, etc.)



3. HOW DO YOU TAKE CONTROL OF MONEY?

Help the students understand that **budgets** are key to helping them take control of their personal finances.

🗣️ *Ask: What is a budget?*

Explain that a budget is an estimate of income and expenditure for a period of time. This is a concept that the students have seen or will see throughout the Banzai program.

🗣️ *Ask: How do you make a budget?*

First, record the areas in which you want to spend or put your money. (Banzai represents these categories as jars, which may include: car, phone, groceries, rent, savings etc).

Second, divide your monthly or weekly earnings into "jars." This will limit you to an amount of money to spend in each area. Stay within the amounts you put in your jars and

Third, look for ways to spend less and save more. Small savings can add up to a lot as interest builds.



4. WHERE DO YOU STORE MONEY?

Help the students understand that money is stored in **accounts**.

🗣️ *Ask: What is a checking account?*

Most students will understand cash. Explain the downsides of carrying and storing money in cash. For example, it's easily lost, stolen, and difficult to carry in large amounts.

Introduce the students to a *checking account*. What is it? Explain that a checking account is a liability to a "depositor" – a promise to return a specific amount of money on demand.

Explain that the students can open checking accounts at community banks or credit unions.

What other accounts are there? Talk briefly with the students about savings accounts, certificates of deposit, retirement accounts, or whatever else they might be curious about.



5. WHO WANTS YOUR MONEY?

Help the students understand that paying **bills** is just part of life.

🗣️ *Ask: What makes a bill different from other expenses?*

Explain that a bill is a *recurring expense*, meaning, it returns monthly, bi-annually, or annually, depending on the nature of the service. A cell phone plan, for example, has a regular, recurring bill associated with it.

Having never paid for them personally, students might not be acquainted with many of the services they will someday pay for, such as trash collection, water, gas, electricity, etc. Talk with them about the services they may take for granted.

Discuss the consequences for being late on, or not paying, bills. How can such behavior set them back financially, or damage their ability to obtain other services in the future (e.g. failing to pay rent can make finding other housing near impossible).



6. HOW DO YOU WANT TO SPEND MONEY?

Help the students understand that good, **discretionary spending** is okay!

🗣️ *Ask: What do you like to spend your money on?*

Find out how the students' spending preferences differ from each others'. Is it okay that he likes eating out, and while she prefers shopping?

Explain that discretionary spending is part of every budget. Keep your overall budget in mind and remember that having more of one thing means having less of another.

Banzai teaches students to plan ahead. You can't always know perfectly how you will spend money in a month. Therefore, avoid impulse purchases by setting aside what you think you'll need for that time period and still accomodates your preferences.



7. HOW DO YOU REACH YOUR GOALS?

Help the students understand that if they want to **achieve their goals**, they must have a plan.

🗣️ *Ask: What are your goals? How will you reach them?*

Invite the students to talk openly about their life goals. These goals might vary dramatically from college to careers, and from family to public service.

Ask the students how they intend to meet those goals. How are our goals – even family and service-oriented goals – inseparably intertwined with personal finance? For example, how does a good financial plan set you up for a long-awaited vacation?



8. HOW DO YOU STAY OUT OF TROUBLE?

Help the students understand **common pitfalls** in personal finance.

🗣️ *Ask: What are the best ways to get into trouble with your money?*

Talk about debt. What is it? How do you get into it (e.g. typically credit cards, however, student debt can also be abused)? Explain that having savings is like being on top of a hill, while having debt is like being at the bottom of a pit.

Talk briefly about scams. How do you spot one? Scams include fraud, but they also include “business opportunities” or financial instruments that promise too much. A typical scam: 1) makes unnatural promises for gain, 2) claims there’s “no risk”, and 3) hides the true costs.

Finally, talk to the students about income. Most pitfalls involve bad spending decisions. Many individuals, however, will not meet their goals because they fail to expand their “earning potential”, especially early in life.



9. IS IT ALL ABOUT THE MONEY?

Help the students understand that money is *simply a tool*.

🗣️ *Ask: Does money make you happy?*

Explain that money is, and should be treated as, a tool. It is often necessary, but not sufficient alone, to help us meet our goals in life.

Explain that what gives money value is what we associate with it, and how we hope to use it. Should we spend it exclusively on ourselves, or should we use it to better others' lives?

Explain how a proper relationship with money – zero debt, security in meeting basic needs and wants, generosity and sharing – leads to a better, simpler life.

Banzai!

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