



THE YOUTH FINANCIAL EDUCATION FAIR TOOL KIT



What's In This Tool Kit?

Everything You Need to Run a Successful Youth Financial Education Fair!

- 10 Step Planning Guide
- Best Practices & Personal Anecdotes
- Master Checklist
- Fair Mentors & Advisors
- Model Floor Plan
- Sample Booth Topics
- Sample Booth Price Pages
- Student Spending Plan
- Sample Donor Letter
- Sample Curricula
- Proven Online References



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Introduction

- History
- Acknowledgements
- Purpose
- Goals



HISTORY

Financial Education Fairs have been taking place throughout Massachusetts for over a decade. The Brockton Housing Partnership and HarborOne Bank (Formerly HarborOne Credit Union) coordinate one of the longest running fairs in the Commonwealth. This group acknowledges Consumer Credit Counseling of Southern New England (now Money Management International, Inc.) with introducing them to the fair concept.

Since 2009, HarborOne Credit Union has carried the philosophy of sharing the fair model and hosts an annual “best practices” meeting for credit unions, banks, schools and non-profits. This event imparts valuable tips on how to run a successful fair. It has also been instrumental in motivating the formation of fairs in new communities across Massachusetts.

The Office of Financial Education at the Massachusetts State Treasury developed this manual to provide a 10 step guide for developing a fair and to share valuable lessons learned through trial and error. This guide serves as a link between new fair coordinators and more experienced effective fair coordinators.

In June 2011, the Financial Education Fair Advisory Committee, a group of civic-minded professionals, convened to carefully review this tool kit, suggested content and confirm its accuracy. In addition, committee members shared unique approaches, favorite elements of their fairs and offered insight on how to run a successful fair.



ACKNOWLEDGEMENTS

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PURPOSE & GOAL

WHAT IS A FINANCIAL EDUCATION FAIR?

A financial education fair is a fun, interactive simulation of saving, spending, and budgeting based on career choices and lifestyle decisions. Student participants choose an occupation and make a variety of financial decisions, ranging from where to live and how to save for retirement to buying a television or owning a pet. In Massachusetts, these fairs have been given several titles, such as “Credit for Life,” “Reality Fair,” “Reality Check!” and many others.

The target audiences that participate in such fairs are high school students. At this stage many students begin to earn a real income from jobs, so the fair experience has an immediate application. However, the fair concept can be adapted for other grade levels or forums such as after school programs or youth camps.

PURPOSE OF TOOL KIT

The purpose of the youth financial education fair tool kit is to provide an all-purpose guide to help schools, teachers, community organizations, financial institutions or any other entity interested in developing a fair. In time, this guide can bolster the increasing number of financial education fairs that are administered in Massachusetts communities.

GOALS OF A FAIR

A youth financial education fair should engage students in the various levels of financial decision making that they will face in their mid-20s. Every student’s scenario for the purposes of the fair will be based on the path chosen by that student. These paths can include working as young professional with student loans, serving in the military with limited housing costs, or even attending law school and living “at home” with parents. Students will experience the task of managing a budget while maintaining a balance between future needs and wants.

The broader goal of all fairs is to help empower students to be proactive about their financial futures by beginning to develop solid personal finance habits.

According to a 2008 study¹ conducted by University of Wisconsin-Extension, 97% of student participants in a financial education fair experienced an increase in confidence of financial management and the majority of these participants planned to continue to track their spending.

¹ University of Wisconsin-Extension, Cooperative Extension (2008). Program evaluation report: Youth financial education. Madison, WI: UW-Extension, Program Development and Evaluation. <http://www.uwex.edu/ces/pdande/evaluation/evalstudies.html>

A well run fair should focus on the following goals:

Awareness: An increase in student exposure and understanding of the importance regarding practical money management habits

Interest: Increased excitement in learning about earning, spending, and saving

Experience: Deliver student exposure to experiential learning without the risk of facing any real harmful financial repercussions

Skills: Improved financial decision making and consumer confidence

OUTCOMES OF A FAIR

The most important outcome of a youth financial education fair is that students begin to ascertain the following financial literacy skill-set:

- Find, evaluate, and apply financial information
- Set financial goals and plan to achieve them
- Develop income-earning potential and the ability to save
- Use financial services effectively
- Meet financial obligations
- Build and protect wealth

Bringing a financial education fair to your community will foster interaction and collaboration. This event, by design, can provide a unique opportunity for local businesses, non-profits, government leaders, colleges, and other volunteers to engage with local teenagers in a purposeful learning experience.

Measurable learning goals can be achieved by fairs, but expectations vary greatly, depending on the amount of classroom preparation built into the design. Fairs range from being a required capstone activity in a comprehensive financial education program to a stand alone, one-day event. This guide includes suggestions, surveys, and resources for measuring important outcomes like what a student has learned from participating in a financial education program versus a stand-alone fair. ([See Sample Materials for Fair Coordinator, Page 23](#))





DON'T REINVENT THE WHEEL!

Most Massachusetts-based fairs have been run by a financial institution, a teacher/administrator, or combination of both. The fair is a simulation that requires the student participants to imagine they are in their mid-twenties and making daily financial decisions.

A standard fair is approximately three hours long. This includes a brief orientation, questions about the program, a couple of hours to visit vendor booths, and a wrap-up discussion. Vendor booths are tables with volunteers and are labeled according to the expense categories, such as, food, housing, transportation, utilities, luxuries, and more. The students pick up career profiles and spending plans at the registration booth. Their career selection will determine their education requirements and monthly income. Career selection can be presented as a classroom or guidance activity prior to fair day or chosen upon arrival at the fair. With materials in hand, students begin the interactive component of the fair by visiting every booth. At each booth, they must decide how to use their income without living beyond their means.

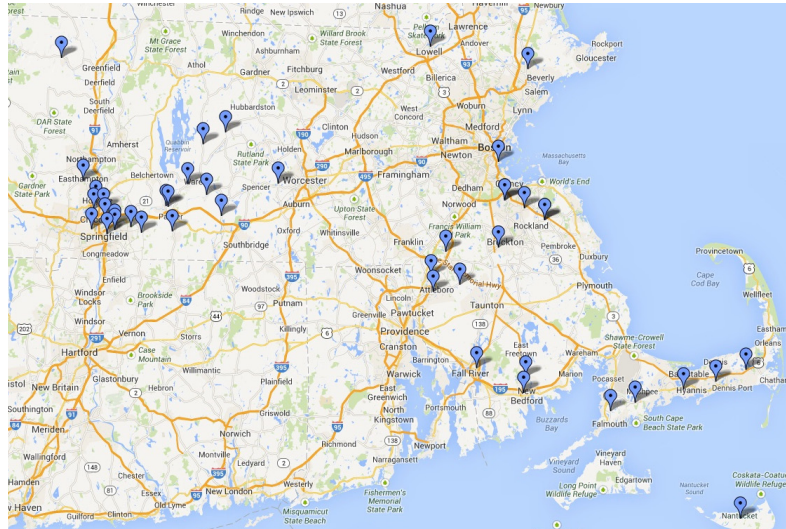
Every vendor booth has a booth captain who is responsible for organizing booth volunteers to ensure their station operates efficiently and effectively. Booth volunteers relay to the students the product or service that is offered at their given booth, often trying to entice students into overspending. [\(See Sample Booth Descriptions on page 34\)](#) Additionally, when students are faltering or need guidance throughout the fair, reminder announcements can encourage them to visit the Credit Counseling booth for trusted guidance. After visiting all of the vendor booths, students must visit the Credit Counseling booth one final time. At this time, volunteer credit counselors discuss the good decisions and mistakes that students made along the way. Lastly, a moderator addresses the students and volunteers as a group to summarize their experiences through discussion.

Fair evaluations are provided or required by both student and volunteer participants. The evaluation requests for specific examples of how the fair has sharpened the crucial consumer skills and financial literacy of the participants and asks for ways in which the fair could be improved. [\(See Sample Evaluation Forms, page 40- volunteers, page 49- student\)](#)

PARTICIPATING HIGH SCHOOLS MAP

Map shows locations of high schools that participated in a credit fair during the 2012-2013 school year.

For a detailed list, visit <http://www.cautionwith-credit.com/creditfair.aspx>



10 STEPS TO PLAN & EXECUTE THE FAIR

The intention of this tool kit is to simplify the fair planning process with a 10-step strategy:

1. Form a Planning Committee
2. Determine Date & Location
3. Volunteer Recruitment
4. Prepare Students & Teachers
5. Fundraising for the Fair
6. Plan Outreach Strategy
7. Planning Career Profiles & Spending Plans
8. Confirm Arrangements
9. Promote the Fair
10. Survey & Review to Plan for Future Fairs

1. FORM A PLANNING COMMITTEE

A planning committee should consist of a few key players who will take the lead on coordinating the fair. This committee should be led by one Fair Director. Committee members will be staff or volunteers from the organization(s) that are the most involved in planning. For example, your planning committee could have representatives from the following groups:

- Banking Institution
- School(s)
- Local Non-profit Organization
- Parent-Teacher Organization
- Alumni Association
- Local Business





The planning committee will be taking on the most responsibility in organizing the fair. Members need to be able to make the commitment of attending all meetings, volunteering during the fair and will give the most time. As a result, most planning committees are made up of staff from banking institutions and/or schools.

Secure commitment of participating school(s):

If a non-school entity, such as a bank, credit union, or non-profit organization is coordinating the fair, a first step should be to secure the support of the administration and/or departments at your target school(s). This can be done through a lead teacher, the guidance department, principal, superintendent and/or school committee.

Using a multimedia presentation when pitching the fair to the administration helps depict the educational value, community participation and student engagement. The following videos are a few examples of existing fairs that may be helpful in presenting the suggested fair:

- **CU4Reality/ The Credit Union Museum:**

<http://www.youtube.com/watch?v=0jshr6FVoJs>

- **Credit for Life Fair / Institution For Savings:**

<http://www.youtube.com/watch?v=fvynxONrtps>

- **Money Strong for Life / Jeanne D'Arc Credit Union:**

<http://let22.org/events-around-lowell/the-money-strong-for-life-credit-fair/>

2. DETERMINE DATE & LOCATION

The fair director should research potential fair venues and select a location that can accommodate the anticipated attendees, volunteers and booths while falling within the price range agreed upon by the planning committee. Offering the fair on a school campus in a large space such as a gymnasium or field house can significantly reduce the cost of the fair and eliminate travel expenses.

Other venues to consider are community college gymnasiums, community centers, or a local hotel ballroom. (See Sample Materials for fair layouts on page 25)

Gather your lead planning partners for an initial meeting to determine the following items: operational costs/fundraising goals, potential fair dates and location. Present a projected budget. (See Sample Materials for a sample budget on page 26)

Assign booth captains to recruit volunteers and displays for their booths.

3. VOLUNTEER RECRUITMENT

Recruit members of the public, private business, and non-profit sectors in your community to get involved in the fair as volunteers, sponsors, or planning partners. Typically the ratio of volunteers to students is 1:3. Commit more volunteers than needed at least one month prior to the fair, as oftentimes conflicts come up for volunteers. Also, allow the volunteers to offer feedback, based on their experience in specific industries, to help retain the accuracy of the financial choices available to

students. [\(See Sample Booth Descriptions, on page 34\)](#)

Also note that when searching for volunteers and/or sponsors, be clear that businesses are not there to sell product(s), but to educate.

Booth Captain: This person is responsible for preparing the booth design, recruiting/preparing an adequate number of booth volunteers, and the options they will offer the students during the fair. For example, a financial institution is often best equipped to provide a captain for a saving/investing or lending booth. A member of the non-profit sector may have the experience to operate the credit counseling, charity, or health/nutrition booth. Booth captains are also responsible for “training” their booth volunteers on their duties during an assigned time for orientation.

Additionally, booth captains may choose to go above and beyond by helping or sitting on the planning committee.

Booth Volunteers: These are the people that will be trained by the booth captains to run a particular booth (i.e. clothing, housing or luxury).

Other Volunteers: Many fairs have other volunteers to help in setting up, breaking down, clean up or directing students during the fair. You will need some volunteers to deal with these and other miscellaneous tasks.

4. PREPARE STUDENTS & TEACHERS

Students: Prior to the fair, it is helpful to provide teachers or guidance counselors with turn-key lessons to help integrate financial education into the classroom. The resource section of this tool kit provides sample lessons. Fair coordinators can also invite guest speakers from the community to present to students about their area of expertise. For example, a community banker can talk to the students about saving and borrowing money to reach their long term goals. [\(See Sample Activities & Resources on page 80\)](#)

At some schools, classroom preparation for the fair is not always feasible. In this case, students should be assembled prior to or at the beginning of the fair to teach them how the spending plan works and how to choose a career profile. It is important that students understand what is expected of them as participants of the fair.

Teachers: A great way to inform teachers or guidance counselors about the fair and how they can be instrumental is to present the goals of the fair during a professional development day. Ideally, students will be required to participate in the fair, but if the fair is optional, like a field trip, teachers can play a role in helping to promote student participation by dispersing permission slips, assigning related classroom activities, or even offering extra credit for attending.





5. FUNDRAISING FOR THE FAIR²

Fundraising can be helpful to cover the cost of renting equipment, a venue, marketing, food and any other expenses incurred while planning the fair. The fair coordinator or a volunteer bookkeeper will be responsible for keeping a log of any expenses incurred, financial or in-kind donations made, and current or potential sponsors.

Many fairs have reported receiving in-kind donations to cover expenses such as the venue, food, signage, booth equipment, and audio/video. A recommended method of accepting donations is by partnering with a non-profit acting as a fiscal conduit. The 501(c)(3) status of the non-profit allows donations to be tax exempt. Some non-profit planning partners that have been involved with existing fairs include: alumni associations, housing authorities, HUD approved credit counseling agencies³ or other community groups that share the mission of financial sustainability and empowerment.

Private entities and non-profits should be sure to discuss their donations to the fair with their legal department. Often a project needs to have 501(c)(3) tax exempt status for a financial institution to contribute funding. In addition, a school or school district may have policies against the use of commercial logos at an event like the



fair or in promotional materials. If this policy exists, then some schools have chosen to feature the logos in an event program, rather than display the logos at the fair.

An average fair may cost approximately \$30 per student; however this can be reduced significantly by cutting expenses such as gifts for students, venue selection, marketing, and food.

6. PLAN OUTREACH STRATEGY

Coordinate on and off campus marketing strategies to raise awareness of the fair. Generating awareness amongst potential stakeholders will be central to fundraising and getting volunteers outside of the school community to volunteer. Send invitations to local banks, credit unions, community organizations, non-profits and local businesses to spread the word about your planned event.

Getting teachers and students involved can lead to better participation, a key consideration when it is not required by the principal. Utilize students to create

² Please be advised that this information concerning fundraising has been provided for informational purposes only and should not be considered fundraising policies and practices that have been approved by the Treasurer's Office. Each entity, school, school district or participating group should look to their own internal fundraising practices and policies, and where appropriate, confer with their own legal counsel, to determine the best way to proceed with fundraising and sponsorship efforts.

³ HUD approved credit counseling agencies refers to the agencies that the U.S. Department of Housing and Urban Development sponsors throughout the country that can provide advice on buying a home, renting, defaults, foreclosures, and credit issues. <http://www.hud.gov/offices/hsg/sfh/hcc/hcs.cfm>

promotional flyers, emails, and peer to peer promoting to engage the school community. These materials can also be used for fundraising in the community and recruiting volunteers.

7. PREPARING CAREER PROFILES & SPENDING PLANS

Career profiles and spending plans are essentially the activity worksheets that provide students with their salary, tax deductions, education requirements, credit scores, and any budget calculations during the fair.

The fair director will prepare the career profiles prior to students' selection. The key pieces of data such as education costs and average yearly salary are added to an excel spread sheet for each career option. The data in the spreadsheet is used to create the career profiles in a word document using the mail merge tool. Sample documents are included in the resource section. [\(See page 31\)](#) The spending plans will reflect the expenses related to training and higher education relevant to their career choice.

There are a number of approaches to handling the career profile selection process and this guide describes two examples. The first method requires classroom time and research by the students in the weeks leading up to the fair while the second allows everything to be done on the day of the fair.

The first method asks students to research and select their careers prior to the fair. Once they have done so students are instructed to either complete classroom activity or fill out a career selection form at school and return it to a designated person by a certain date. With this method an individualized spending plan and information on the student's career choice are then collated as packets and labeled with the student's name. Students pick up their personalized packets at the registration booth upon arrival at the fair.

The second method for career selection is to have students choose their career at an assembly directly before the fair. This method would just require a brief overview of the choices available to students. Students then make a more impulsive choice. With this method career profiles and spending plans are not assigned to students prior to the fair. This method is designed with a limited number of career profiles for each occupation providing an interesting lesson for students to experience a competitive job market. For example, there are many service worker profiles available but only a few accountant profiles.

[\(See Classroom Activities, on Page 54 and Student Participant Profile on page 46\)](#)

8. CONFIRM ALL VOLUNTEERS AND EXPENSES

In the weeks prior to the fair, always re-confirm the many moving parts. Use your checklist in the weeks leading up to the fair to ensure you have all materials ready for the event. [\(See Sample Checklist on page 24\)](#)





Booth Captains: Contact each booth captain on the status of their volunteer recruitment and their responsibilities to understand the spending plan, train volunteers, and decorate their booth. If possible, provide a brief orientation for the booth captains to ensure that all of the booths are equally prepared.

Food & Venue: A very important task is confirming the quantity of food and refreshments, as this can be one of the largest expenses.

9. PROMOTE THE FAIR

To Students: Students can be required by their school to attend, but particularly if a school allows this event to be optional, the students should receive an invitation with event details, procedures, dress codes, and a media release. Any fair not taking place on the school premises should also include a permission slip. ([See Permission Slip, on page 78](#))

If the fair is not mandatory to attend, it helps to post promotional materials on the school campus, make announcements over the loud speaker at school, or encourage teachers to offer extra credit to participating students.

To the Community: Garnering media coverage can help fundraisers and volunteer recruitment for future fairs. A few days before the fair, the coordinator should prepare a media advisory to draw local news outlets to the event, followed by a press release with photos, sent on the day of the fair. ([See Media Release Form, on page 78](#))

Update the State Treasury: Notify the State Treasurer's Office about the date, time, and location of your fair in order to receive credit education materials, hand-outs for the fair, and have your city or town be listed on the Official Treasury website for hosting a youth financial education fair. Contact Leanne Martin Fay, Director of the Massachusetts State Treasury Financial Education Division, at lfay@tre.state.ma.us

10. SURVEY THE FAIR & PLAN FOR FUTURE FAIRS

At the end of the fair, all volunteers and student participants should assess their experience. This will allow you to detail what they learned, and offer any suggestions to improve the effectiveness of the fairs. Review the evaluations and summarize. Include this summary of the evaluations with your thank-you notes to all of the volunteers and sponsors, which will inform the committee of any changes to consider when planning future fairs. The planning committee should set a date to reconvene, debrief, and plan for future fair(s).

For additional guidance on managing the career profile selection process, members of the advisory committee are available to share how they handle this component of the fair. ([See Advisory Committee, on page 5](#))

BEST PRACTICES

- Fair-Planning
- Fair Implementation
- Anecdotes from Advisory Board
- Sample Fair Development Timeline



FAIR PLANNING

Find a Mentor:

Members of the Massachusetts State Treasury's Financial Education Fair Advisory Committee are available upon request to answer questions about planning a fair. Simply identifying a Fair Advisor closest to your community, observing the fair planning process, and attending an existing fair can prepare a fair coordinator for launching a new fair.

Staying Organized:

Keep meeting minutes and disseminate them to the committees within a week of each meeting for review and approval. This will help all planning committee members recall the prior agenda and how the group came to decisions. Meetings may be monthly and will help to inform those that were unable to attend every meeting.

Materials:

Students need a pencil, a spending plan, career profile, and access to calculators. Ensure the venue has an area with sufficient seating for students to communicate and help each other with calculations and planning. Some fairs provide students with a notepad or leather padfolios with built in calculators for more portable calculations.

Curriculum Integration:

Schools tend to use at least one professional development day to introduce the fair to teachers and coordinate ways to integrate personal finance lessons into other subject matter. Key lessons for teachers to be familiar are how to complete a spending plan, how to select a career profile, and review of a fair agenda.

Engaging the Community:

Invite local elected officials to address the students at the fair and/or provide a quote for your press release.

Engaging Academia:

Invite your local university to evaluate and report the effectiveness of your fair with a pre and post event survey measuring the students' financial literacy.

Estimating Salaries for Career Profiles:

Go to: www.masscis.intocareers.com to access a highly recommended tool for finding accurate and appropriate salaries for career profiles.

Determining Credit Scores:

If your fair has built in classroom time with the students, a few interesting ideas on how to assign students a credit score are:

1. Base it on grades, class behavior, or attendance.
2. Base it on the student's knowledge with a quiz at www.creditscorequiz.org
3. Draw scores at random from a bowl at the lending booth.
4. Randomly indicate on the students' spending plan and offer a chance to improve the score by answering credit related questions correctly at the credit counseling or lending booth.

FAIR IMPLEMENTATION

Teachers on Fair Day:

Some teachers are able to spend some classroom time preparing the students for the fair. However, teachers can serve as helpful volunteers by participating in the fair simulation to have an understanding of the experience and share this feedback during the post-fair analysis.

Crowd Control:

During the fair, some booths may end up with longer lines. Here are some tips to change or utilize those lines:

1. Announce unexpected sales at slower booths to encourage movement to booths without lines.
2. Ask students in line credit questions and reward correct answers by improving their credit scores.
3. Instead of just having a reality booth, have a volunteer give reality checks to students in line.

Make it Realistic:

The following suggestions help the fair experience imitate reality.

1. Attach a stipulation to some booths that they shall not accept credit cards and a similar stipulation that other booths won't accept cash. The students will not be aware of these stipulations until they are processing their "transaction" at the booth.
2. Weave a predatory business practice into some of the booth designs, for example, a low interest credit card that dramatically increases during the fair. This could send some students to the credit-counseling booth for advice where they will learn about how to recognize scams and predatory offers.
3. Make a limited number of part-time jobs available through the fair for students needing to supplement their full time incomes.

Film the Fair:

In order to capture the fair on film, a fair coordinator can ask a volunteer, a student, or hire a local film crew from your public access channel.





Private Business Interaction:

A fair coordinator must be very specific about the school policy's regarding the marketing of sponsor companies' products and services. A good solution to for the district to allow sponsors to put their logo on giveaways such as gift bags, key chains, refrigerator magnets, etc.

CLASSROOM PREPARATION

How much classroom time does a financial education fair require?

Every district, school, principal or teacher is unique and will need to work with the fair coordinator with the intent to maximize preparation time for students prior to participating in the fair. The following fair models have been described by members of the State Treasury's Financial Education Fair Advisory Committee.

The Capstone Model: This fair model intends for all fair participants to have been prepared for the fair. Preparation has been reported by the Advisory Committee to range from six classroom lessons to a dedicated financial education course on topics that cover the core competencies of financial capability; earning/spending, saving, investing, borrowing, and protecting. These lessons are taught in the weeks or months prior to the fair.

Stand-Alone Model: This fair model is best for schools that do not offer courses that integrate financial education. The schools will simply assemble the students to review the basic principles and format of a fair. A goal of this fair model is for students to experience the shock when faced with unfamiliar expenses like Income Tax, Medicare, health insurance and other "grown-up" necessities. Students will be challenged with the difficulty of living on one's own with very limited financial education.

Hybrid Model: This fair model falls somewhere in between a Capstone Model and the Stand Alone Model. With the hybrid model, only some students are prepared for the fair through financial education modules taught in the weeks prior to the fair; and other students, due to any variation of logistical, scheduling, or staffing circumstances, will participate in the fair without any formal classroom preparation as with the "Stand -Alone" model experience. Students should be encouraged to talk to each other and consult with the credit counselors when they need help.

ANECDOTES FROM FINANCIAL EDUCATION FAIR ADVISORY BOARD

(In order to contact any of the members of the Advisory Committee, see page 5)

Leo MacNeil Senior VP Community Relations HarborOne Credit Union	Charity Booth: In 2007, Brockton introduced a new Charity-Community Service Booth where students make donations or spend 15 minutes writing letters to our troops that we subsequently mail overseas. It teaches the students that it's not just about "me".
Jodie Gerulaitis Financial Education Officer Country Bank	Credit Scores: Ware High School's Credit for Life Fair assigned credit scores at random and had the students wear a card with their score around their necks on a lanyard. In order to improve one's score, students could answer a credit related question correctly.
Aimee Bronhard Guidance Counselor Durfee High School [Fall River]	Career Profiles: At Durfee High School in Fall River, students do a whole career exploration program in class. They also learn what they can afford for education. These programs are coordinated between the math and history departments.
Monica Curhan First VP/Director of Marketing Citizens-Union Savings Bank	Dress for Success: We have a booth where kids learn how to tie a tie. Know the Return Policy: Another trick we threw in there was knocking down the resale value of cars (for instance deducting \$1,000 in value as soon as it leaves the lot).
Barbara Baran Business Development Officer Holyoke Credit Union	Volunteer Recruitment: The enthusiasm is inspiring. Retired teachers are showing up, without even being official volunteers, just to help out. An alumnus of the fair was the keynote speaker and is now running for mayor this year.
Kristin Rojas Pawtucket Credit Union	Entry Level Salaries: Students tell me what career path they want to pursue and I give them a budget sheet. I explain the potential career salaries based on their chosen career path, helping them understand how low salaries immediately after graduating. They need to manage their expectations when factoring in college loan debts.
Debra Mark Ameriprise Financial Services	A No-Frills Fair: Leather padfolios were not in the budget, so we set up a table with calculators where the students went to do calculations. It was a great communication forum for the students.
Barb Bass Credit Union League of Connecticut	Student Preparation: Our students research the salaries for their chosen occupations themselves. This allows them to figure out if their chosen profession will support them financially and cover their monthly student loan payments.





SUGGESTED DEVELOPMENT TIMELINE FOR FAIR COORDINATOR

4-6 months before Fair

- Contact school(s) regarding participation
- Identify resources (monetary, locations, supplies and personnel)
- Provide information on Fair
- Engage teachers or guidance department
- Establish mutual expectations with teacher or guidance department
- Identify target date for Fair
- Get school commitment, an on campus point person, and estimate attendees
- Start volunteer assignments to prepare for Fair
- Create a Marketing Plan or identify a Marketing Volunteer for Fair
- Review the Marketing Plan with volunteers
- Verify distribution of planning responsibilities
- Create media contact list
- Identify Fair booth captains and explain their responsibilities.
- Assist booth captains with identifying potential booth volunteers

3 months before Fair

- Meeting with volunteers and booth captains for updates on responsibilities
- Send and collect pre-Fair teacher surveys
- Create guest list
- (For Fairs with Attendance Optional) Begin promoting the event

2 months before Fair

- Meet with on and off Campus Leaders for updates on their responsibilities
- Meet with Marketing Coordinator and/or committee for update
- Send and collect pre-Fair student surveys
- Send student worksheets and excel spreadsheet to teachers
- Establish classroom topics and schedules for education sessions
- Confirm booth volunteers
- Finalize media contact list
- Finalize guest list
- Confirm number of students attending and order supplies and/or gifts, i.e.:
 - padfolios
 - pencils
 - back sacks
- Create/Review signage for each booth
- Create/Review option sheets for each booth
- Create/Review booth captain volunteer orientation script
- 10-15 minute overview of Fair

1 month before Fair

- Meet with booth captains for updates on their responsibilities
- Collect excel spreadsheets with student choices from teachers
- Send invitations to guest list and media
- Identify audio and video needs to venue for Fair
- Review PowerPoint created by marketing committee
- Marketing committee complete any materials to be included in padfolio
 - student resource guide
 - layout of Fair
 - Fair instructions

3 weeks before Fair

- Create student spending plans
- Create additional spending plans with no student name, extras for guests teachers or others that want to experience Fair
- Re-confirm volunteers for booths
- Send email confirmation to volunteers with orientation and booth information
- Hold general meeting with committee
- Review and update reality wheel options as needed



2 weeks before Fair

- Meet with On and Off Campus for updates on their responsibilities
- Collect media release forms (if applicable)
- Follow up on invited guests
- Confirm film crew
- Arrange transportation of materials to fair

1 week before Fair

- Send email reminder to volunteers – include information on time, location, parking, emergency phone number, etc.
- Follow up on media attending event
- Arrange food for volunteers day of event
- Ensure materials are ready:
 - leather folders (for students)
 - signage
 - booth options
 - stands to hold signage
 - tables and chairs available at site



**Fair Date**

- Set up volunteer check in and ensure there is food for volunteers
- Meet with volunteers before students arrive for orientation
- Distribute t-shirts and name tags for volunteers (if applicable)
- Booth captains should review booth specifics with volunteers
- Ensure audio and video is in place and working

After Fair

- Send thank you letters to teachers, volunteers, principals and guests
- Meet with teachers for debrief of experience – focus on ways to improve experience
- Schedule post-fair meeting with committee and review what worked and what didn't
- Distribute post-Fair surveys to volunteers
- Send thank you to host facility
- Send media release with photos to media outlets
- Send thank you to media that attended event

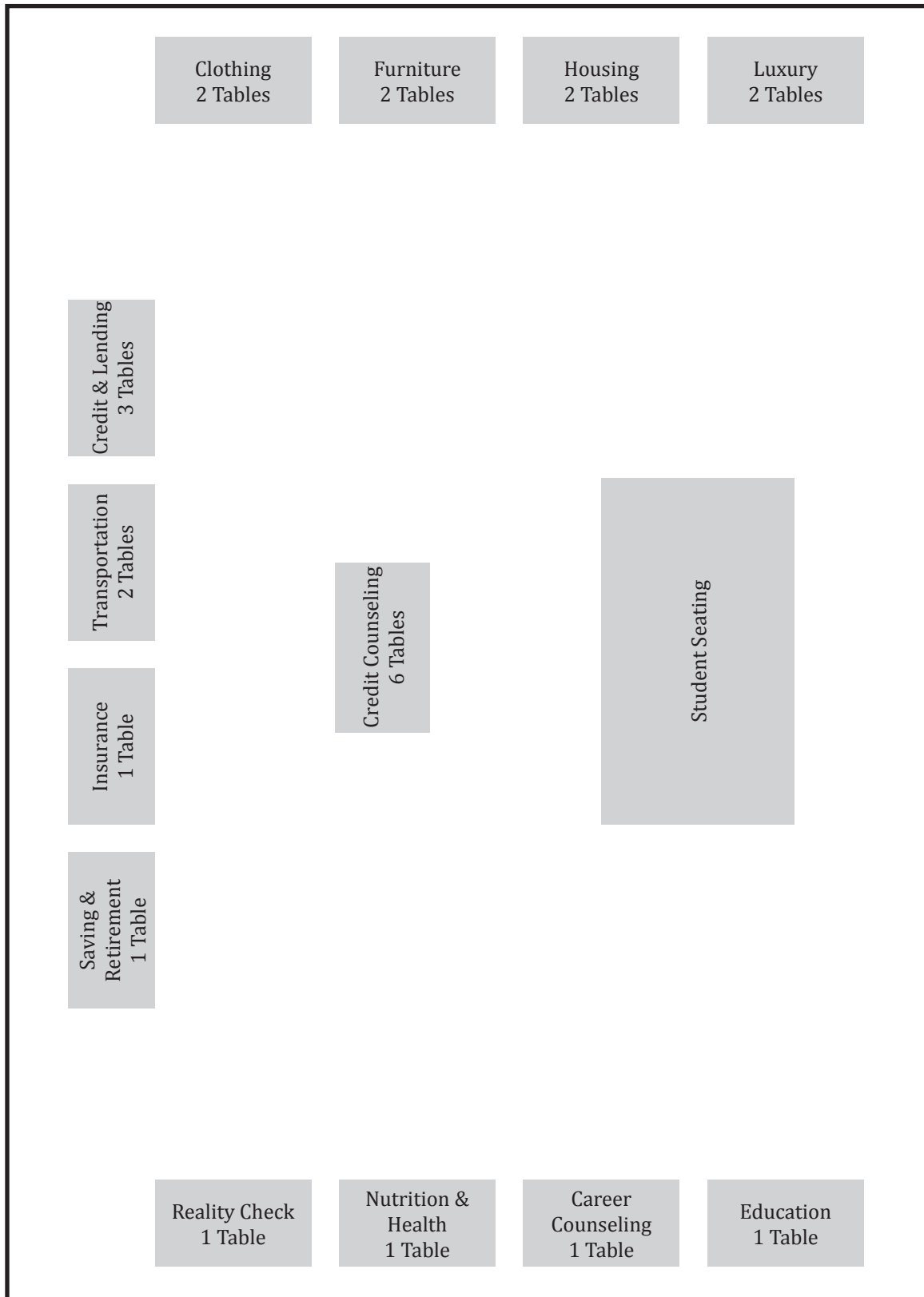
SAMPLE MATERIALS FOR FAIR COORDINATORS

- Check-List
- Optional Floor Plan
- Anticipated Fair Costs
- Sponsor Development Letter
- Organizational Chart
- Generating Career Plans

FAIR DEVELOPMENT & EXECUTION CHECKLIST

TASK	VOLUNTEER RESPONSIBLE
<input type="checkbox"/> Establish core group of planning partners	_____
<input type="checkbox"/> Recruit members of the school community	_____
<input type="checkbox"/> Coordinate curriculum integration	_____
<input type="checkbox"/> Survey students on occupation options	_____
<input type="checkbox"/> Determine the ideal student attendance	_____
<input type="checkbox"/> Engage multi-sector collaborators	_____
<input type="checkbox"/> Identify booth captains	_____
<input type="checkbox"/> Research potential fair venues	_____
<input type="checkbox"/> Gather collaborators to determine details	_____
<input type="checkbox"/> Assign planning officers	_____
<input type="checkbox"/> Coordinate outreach strategy	_____
<input type="checkbox"/> Prepare press release	_____
<input type="checkbox"/> Establish fair budget	_____
<input type="checkbox"/> Keep organized list of sponsors	_____
<input type="checkbox"/> Confirm Arrangements with all partners	_____
<input type="checkbox"/> Promote the fair to the community	_____
<input type="checkbox"/> Disseminate formal invitations to the students	_____
<input type="checkbox"/> Notify the State Treasury of your fair	_____
<input type="checkbox"/> Conduct the fair	_____
<input type="checkbox"/> Survey students after they finish the fair	_____
<input type="checkbox"/> Analyze survey results	_____
<input type="checkbox"/> Disseminate thank you notes to partners	_____
<input type="checkbox"/> Disseminate survey results & analysis	_____
<input type="checkbox"/> Join the Credit for Life Best Practices group	_____
<input type="checkbox"/> Contact partners about repeating fair	_____

SAMPLE FAIR LAYOUT



ANTICIPATED FAIR COSTS

Rates reflect prices reported by the Advisory Committee

The expenses involved in hosting a Financial Reality Fair are dependent upon a variety of things including, but not limited to: location, number of attendees, materials, and volunteers. The following information is provided as a general guide, with the understanding that costs will vary upon circumstances and resources.

Location

- This ranges from \$0 (no additional cost if hosted at school location) to rental costs at a large facility (\$900 - \$2,000 for a fair).
- If hosting multiple schools, search for a convenient community college or university that may donate the space to the community based event.

Materials: Costs per student

- Leather folder (with calculator) - \$11 - \$15
- Mechanical pencil - .50 - \$1.50 (alternative – regular pencil at .05)
- Paper and printing - \$2.00 - \$4.00
- Food - \$3.00 - \$11.00

Additional materials: Start up costs vary and must be researched

- Stands
- Signage (one sign per booth except 'Credit Counselors' (2-3 signs), add 'Orientation', 'Registration' and 'Financial Education Fair' to individual booth signs).
- Booth options – 3 copies of each sheet, laminated. These sheets identify the different purchase options for each booth and must be created to reflect the 'local' expenses.
- Reality check wheel or game board

Volunteers: Typical costs per volunteer

- T-shirt - \$5.00 - \$8.00 (optional)
- Food - \$3.00 - \$11.00
- Nametag \$.10-\$.50

SAMPLE SPONSOR LETTER

[Organization Name]
[Head Organizer] [Contact Info]
Date

Dear [Potential Donor],

[Organizing Entity] is asking for your sponsorship of an effort to enhance the financial literacy of the students in your community.

On [Date] we will host a financial education fair; a simulation of the financial obstacles students will face throughout their lives. Students will learn everything from managing a budget to using a credit card wisely. In this current economic climate, it is more important than ever that our youth be equipped with the knowledge and tools to manage their finances effectively. Students will complete various booths in which they interact from members of the business, non-profit and public sectors to learn about the costs of living and the financial decisions they will make when they are adults.

[Organizing Entity] is asking you to help us complete this mission by requesting your support through a small investment into this program. There are many opportunities for sponsorship of the fair, including [X amount] to be featured in the promotional materials, [Y amount] to put your signage on your booth or simply volunteering time. If you have not volunteered to be a booth captain, there are still plenty of opportunities to put your signage up throughout the fair.

If you wish to take advantage of this opportunity, please contact [Name], the project bookkeeper, at [(xxx)-xxx -xxxx] to learn more.

Kindly,
[Name], Lead Coordinator

SAMPLE VOLUNTEER RECRUITMENT FORM

High School Financial Education Fair Volunteer Registration

We invite you to participate in the ___ annual High School Financial Education Fair at _____ in ___ on _____20___. Your presence will help us make the event a fun-filled and rewarding experience for the 250 high school students invited to attend.

We are holding a Volunteer Orientation session on Thursday, [DATE, TIME, LOCATION] Please confirm your attendance at the bottom of this form. During the meeting you will review the materials to be used by the students and meet with other volunteers. **In the event of inclement weather, call [NUMBER].**

Please print.

COMPLETE ONE FORM FOR EACH VOLUNTEER

Return to [ORGANIZER] via Fax [NUMBER] or e-mail [EMAIL] no later than [DUE DATE]

Name: _____ Organization _____

Address _____ Phone _____ Fax _____ e-mail _____

Please mark your preferences for booth by placing a 1 (first choice), 2 and 3 next to your choices. Experienced volunteers will be given first choice. Otherwise we will do our best to give you your choice, but we cannot guarantee it.

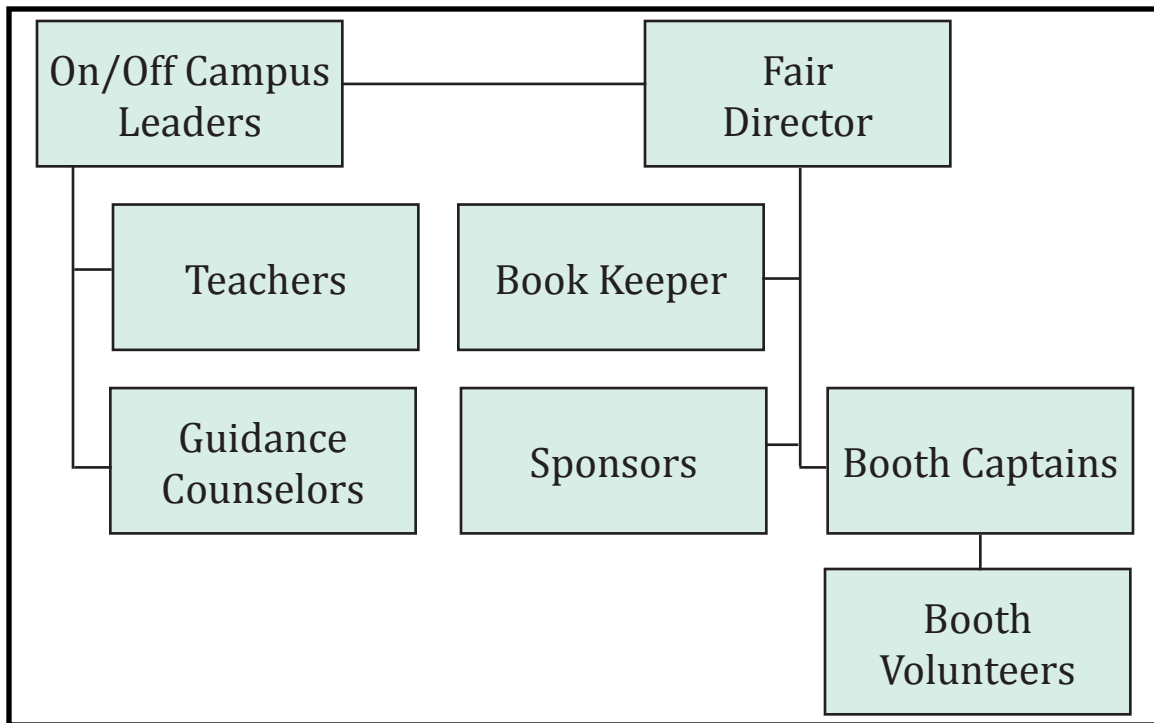
<input type="checkbox"/> Housing	<input type="checkbox"/> Career Change	<input type="checkbox"/> Furniture
<input type="checkbox"/> Transportation	<input type="checkbox"/> Transportation	<input type="checkbox"/> Leisure/Luxury
<input type="checkbox"/> Clothing	<input type="checkbox"/> Nutrition	<input type="checkbox"/> Registration/Info
<input type="checkbox"/> Credit (Lending)	<input type="checkbox"/> Education	<input type="checkbox"/> Reality Check
<input type="checkbox"/> Insurance	<input type="checkbox"/> Credit Counseling	<input type="checkbox"/> Wherever needed
<input type="checkbox"/> Traffic Control, etc.	<input type="checkbox"/> Savings & Retirement	

☐ I will participate in the Fair but I will not be attending the Orientation session.

☐ I will be attending the Orientation session on _____.

Thanks for your support. If you need more information, call [ORGANIZER, NUMBER]

SAMPLE ORGANIZATIONAL STRUCTURE



Planning Committee: This is the group of individuals that will meet many times during the planning process. This includes your fair director(s), booth captains, on/off campus leaders, bookkeeper and other individuals that are willing to be heavily involved in the planning process. This committee typically meets once a month and holds conference calls as needed between those meetings to ensure everyone is on task.

Fair Director(s): This individual represents the entity that is initiating the creation of the fair and is responsible for scheduling the fair meetings, creating a time-line, delegating responsibilities and making certain that all of the required steps are taken to host a successful fair.

On/Off Campus Leaders: These individuals are tasked with coordinating all efforts either on or off campus. Usually the on campus leader is an administrator or teacher who has been heavily involved with the fair's development since its conception. A typical off campus leader is a member of a financial institution or non-profit that has been heavily involved since the beginning as well. It is important that these leaders have enough time on their schedules to coordinate the planning process and fair development.

Booth Captains: These individuals are fair volunteers that have offered to prepare volunteers to work their particular booth. A booth captain is also responsible for verifying the accuracy of the materials at the booth and the general design of the

booth. For example, a volunteer from a local bank or credit union would be an excellent match for banking and saving booth captain.

Booth Volunteers: These individuals come from any sector of the community—private, public, or non-profit—that offers to facilitate booth responsibilities and/or contributes time to planning the fair. However, another volunteer role could be working with a student to film the fair in action in order to produce a promotional video to help raise future funding sources for the fair.

Teachers/Administration/Guidance Counselors: For the purposes of this toolkit, it is recommended that the Principals and/or Department Heads determine the best method for delivering the fair related classroom material and the number of hours spent doing so. Some schools invite volunteers from local financial institutions to explain some of the financial decision they will be faced with at the fair. Other groups build the fair preparation into a large group assembly. In addition, many groups have found it most effective to allow the guidance department to integrate cross-curricula prep-work for the fair in a variety of subjects.

Book Keeper: Select one person to keep track of all costs and expenditures to make sure the fair stays within budget.

Sponsors: Many fairs are made possible when local businesses consider their involvement a socially responsible activity. These entities, including banks and credit unions, may contribute in-kind donations, financial donations, and/or volunteer resources.

BRINGING IT ALL TOGETHER!

The Fair Director oversees many moving parts of a fair and one of the most involved components of the fair is how to coordinate the students spending plans. The overall spending plan is dependant upon the selected career, income, and educational costs, federal and state tax withholding, social security withholding, credit score, credit and card limit. Supplemental instructions to assist fair coordinators with taking the information collected in the Student Participant Profile and how it translates onto their personalized spending plan.

SAMPLE CAREER SELECTION

Scenario	Gross Annual Salary	Gross Monthly Income	Federal Tax (28%)	State Tax (5.3%)	Soc. Security & Medicare (7.65%)	Total Deductions	Net Monthly Income	Savings	Student Loans	Student Loan Payment	Credit Card Balance
1	32,500	2,709	759	144	208	1,111	1,598	2,350	5,000	75	800
2	34,000	2,834	794	151	217	1,162	1,672	2,525	5,100	75	900
3	38,750	3,230	905	172	248	1,325	1,905	2,575	6,000	100	1,125
4	39,500	3,292	922	175	252	1,349	1,943	2,625	8,500	100	950
5	37,250	3,105	870	165	238	1,273	1,832	2,675	8,250	100	750
6	38,500	3,209	899	171	246	1,316	1,893	2,750	4,000	100	900
7	44,150	3,680	1,031	196	282	1,509	2,171	3,150	12,500	150	1,100
8	43,000	3,584	1,004	190	275	1,469	2,115	3,325	15,000	125	1,050
9	45,000	3,750	1,050	199	287	1,536	2,214	3,375	17,000	175	1,100
10	47,000	3,917	1,097	208	300	1,605	2,312	3,400	25,000	185	1,175
11	53,000	4,417	1,237	235	338	1,810	2,607	3,450	30,000	200	1,075
12	58,750	4,896	1,371	260	375	2,006	2,890	3,525	45,000	205	1,200

NOTE: For Sample Occupations list, [see page 43](#).

SAMPLE MATERIALS FOR VOLUNTEERS

- Booth Descriptions
- Product/Price Worksheets
- Volunteer Evaluation Form

BOOTH DESCRIPTIONS

The following booth descriptions explain the transactions that take place at each booth. Each activity aligns to the National Jump\$tart Standards in K–12 Financial Education (www.jumpstart.org). These standards describe what personal finance instruction should enable students to know and do. The standards fall into six major categories of personal finance with a focus on an overall competency:

1. Financial Responsibility and Decision Making
2. Planning and Money management
3. Income and Careers
4. Credit and Debt
5. Risk Management and Insurance
6. Saving and Investing

Financial Responsibility and Decision Making

Apply reliable information and systematic decision making to personal financial decisions

All Booths: This category pertains to the overall fair experience and the transactions made at every booth. Students must make consumer driven decisions based on the information at hand, their individual values, and their financial knowledge.

Planning and Money Management Booths

Organize and plan personal finances and use a budget to manage cash flow

Housing: Students choose what size apartment or house they want to live in. A Real Estate Company or Housing Authority may be interested in serving as the booth captain. Booth volunteers will present the various housing options and how much they will cost short term and long term. If students wish to own a home, they must receive a mortgage from the lending booth. Students will have to account for utilities costs and also choose television, Internet, and, if desired, a phone plan. If renting, some apartments could come furnished and must be built into the price.

Furniture: This booth presents various quality and cost of furniture brands ranging from luxury to items found at a yard sale. Booth captains tend to be furniture salespeople who have an expertise for the costs of furniture and the appropriate amount for a specifically sized home/apartment. Some apartments may come furnished.

Health/Nutrition: Helps students create a food budget and choose health insurance. Some non-profits or health insurance agencies are a good fit to run this booth. This booth presents the costs of the health insurance provided by the student's employer or how much a private insurance plan would cost. They also help students establish a grocery budget and dining out budget.

This booth can be used to teach students about smart shopping ideas, like coupon use and discretionary spending.

Clothing: This booth can require students to purchase both professional and casual wardrobe. Volunteers will offer pricing for students on clothing they would need for their occupation and help them choose what clothes to purchase that fit in their budget. (See Sample Booth Pricing, on page 39)

Transportation: Present transportation options for the students ranging from costs of public transportation to selling them a new or used car. Real car dealers are a good fit as a booth captain and volunteers explain to students the costs of owning or leasing a car versus the costs of public transportation. They will help the students determine what mode of transportation is wise based on their proximity to their job and the amount of available funds they have. Volunteers at this booth will also help students calculate additional expenses like maintenance, gas, and insurance. A great stipulation for this booth is that an emergency professional that could be on call cannot choose to “take the bus” for it is not conducive to the career choice.

Reality Check: This booth simulates unexpected events that can lead to major financial consequences or a sudden cash windfall. The objective of this booth is to prepare students for how to handle these situations and likely appreciate the importance of having an emergency fund. In addition, it presents the challenge directing a cash windfall to one’s savings, investments, debt obligations, or perhaps choosing to purchase a new luxury item.

Charity/Community Service: This booth offers a community service activity for such as writing thank-you letters to military service members and/or the option to donate a portion of their income to a charity.

Luxury: Students are offered luxury items or “wants” that could be mistaken by students for “needs.” This is a great booth for creativity but expensive cell phones, electronics, beauty products, and vacations are a great place to start.

- **Cell Phone:** Assesses the student’s need for a cell phone and what type of phone is recommended. For students without a land line in their home, a cell phone will be a necessity. Booth volunteers will go over phone plans and help the student decide whether they need a smartphone or a pay as you go basic phone.
- **Beauty:** This component helps students understand the costs of cosmetics and hair styling. Volunteers will help students assess how often they need to get their haircut and how often they will need to purchase new cosmetics.
- **Electronics:** Students will choose what kind of TV and computer they want, as well as other electronics like video games, sound systems, etc.
- **Vacations/Entertainment:** Students will assess what costs are associated with their social lives, such as vacationing and nightlife.

Income and Career Booths

Use a career plan to develop personal income potential

Registration: This booth checks in the students and gives them all materials for the fair, including their career profile, spending plan and possibly their credit score. This booth is located at the entrance to the fair and can also be used for career counseling [best provided by a guidance counselor] to help students change occupations if they desire or find a part time job to supplement their income.

Education: This booth explains the college loan payment based on their selected career path. Volunteers explain to students how much they will need in student loans and what major they would need to enroll in. This booth is typically run by a guidance counselor or financial aid officer from a local university or college. A great resource to share at this booth is available through Massachusetts Educational Financing Authority, MEFA, called Your Plan For the Future. www.yourplanforthefuture.org

Career Counseling: This booth provides occupational profiles and higher education advice relative to the students' chosen profession. It provides students with information on interviewing tips and dress for success tips. They can also get interviewed for a part time job. The career counselor will interview them and determine if they are qualified. Usually only a few dozen part time jobs are offered.

Credit & Lending Booths

Maintain creditworthiness, borrow at favorable terms, and manage debt

Credit/Lending: Provides loans to students. The booth functions like a typical lender and is usually staffed by financial industry employees. Volunteers will help students figure out what type of loan they need and present them the terms, which the students can either accept or reject. They explain credit scores and the consequences of bad credit scores, which is a key component of the fair. They also help students understand how they would have to pay back their loans. Students can sign up for credit cards at this booth as well.

Credit Counseling: This booth assists students with filling-out their spending plans. Students can consult with the counselors on their spending plan, helping them cut costs and determine what kind of borrowing they may need. Often this booth is run by actual credit counselors and can help students understand everything from interest rates to brokerage fees. Booth volunteers will do a final assessment of the student's spending plan after the student has completed each booth. Please note students should come to this booth with a completed spending plan at the end.

Saving and Investing Booth

Implement a diversified investment strategy that is compatible with personal goals

Saving and Investing: Helps students plan for retirement and manage a financial portfolio. Students will choose how to invest their savings with the advice of a booth volunteer, who is typically a financial industry employee with knowledge of savings and investment.

Risk Management and Insurance Booths

Use appropriate and cost-effective risk management strategies

Insurance: Explains the costs of auto, rental, home, and life insurance. Typically captained by an insurance broker, students must visit this booth after purchasing or leasing a car and after choosing their living space. Booth volunteers will explain insurance plans and ensure that students have all necessary coverage.

Safety & Taxes: This booth teaches students how to manage online personal security, advocate against bullying, and understand how taxes affect their income and spending. Like the reality check booth, this booth offers students to spin a wheel or draw a card that will result in a positive or negative event that impacts their personal security. This can include anything from a loss of money due to identity theft to a small tax refund.

BOOTH CAPTAIN INSTRUCTIONS FOR A SUCCESSFUL BOOTH

1. Recruiting Volunteers: Proven target audiences to approach about volunteering at your booth include parents, co-workers, local rotary members, local community or state colleges and local small businesses.

2. Designing an Engaging Booth: It is important to design an educational booth, but it helps if it is interactive and fun. It is nice if the Fair Coordinator provides signage for all booths for easier navigation for the students. Some fairs have even ordered tablecloths, pipe and drape. Just a few creative examples that the Advisory Committee has shared include:

3. Providing a Booth Pricing Page(s): See page 39 for a sample pricing page for the clothing booth. The information on this page is very straight forward and is only provided as a guide. Booth captains are encouraged to adapt the pricing page to include colorful images and customized choices to appeal to the community the fair is serving.

4. Relate the Booth Activity to the National Jump\$tart Standards: If booth captains are hoping to quantify what students are learning at their booth, they should consider how their booth activity connects to the National Jump\$tart Standards. Find the Standards at:

http://jumpstart.org/assets/files/standard_book-ALL.pdf

For example: The Clothing Booth can apply the Planning & Money Management Category / Standard 4: Apply Consumer Skills to Purchase Decisions, because this booth requires the student to “apply comparison shopping skills to purchasing decisions.”

SAMPLE BOOTH PRICING PAGE

Clothing

It's important to choose a wardrobe that allows you dress both professional and casual. The clothing booth requires you to choose your attire for your job and attire for the rest of the week. Keep in mind that most business attire requires professional cleaning every few weeks or so. You are required to choose a plan that includes the attire appropriate or required for your chosen occupation. Please consult the booth captain to approve your clothing section.

Clothing Plan	Description	Cost Per Month
Business Professional	Includes suits, sport coats and slacks or dresses and pant suits with dress shirts and dress shoes. Also includes casual wear like shirts, jeans, socks, shoes and shorts. This plan is for professionals in industries such as finance, law, government and communications/PR.	\$150
Business Casual	Contains much of the same as business professional, but without the suit. Still requires a jacket for important events or meetings. This plan is for employees in most offices and the service industry.	\$100
Casual	Consists of mostly collared shirts, tee shirts, shorts and pants. This plan is meant for some service industry jobs as well as contractors and construction workers. This plan includes non-work casual wear.	\$50
Uniform	Includes several sets of uniforms for those in the medical, firefighting, police or service industry that requires a specific uniform. Also includes casual wear. Some uniforms require professional cleaning.	\$100

SAMPLE VOLUNTEER EVALUATION

(Please use the back for additional comments.)

1. Did you feel prepared for presenting the booth materials to the students?
2. Do you think this fair will affect the way the participants save or spend money?
3. What did you enjoy most about the Fair?
4. What did you find the most challenging about being a volunteer at the Fair?
5. What can be done to improve the Fair?

SAMPLE MATERIALS FOR STUDENTS

- General Fair Instructions
- Occupation List
- Participant Profile
- Student Evaluation Forms
- Spending Plan with Instructions

SAMPLE FAIR DAY INSTRUCTIONS FOR STUDENTS

This is a sample form and may need to be adjusted to match your particular fair format.

Welcome to the Financial Education Fair! You have the opportunity to simulate the types of financial decisions that you will be making as adults. At this event you will choose everything from your occupation to your furniture while maintaining a balance of needs and wants. Begin by visiting the registration booth and then be seated for the introductory remarks. You will soon be instructed to begin the fair by visiting the various booths to simulate your life choices. Please visit the Credit Counseling booth at any time to ask questions about your choices and finish the fair at this booth in order to receive a final assessment of your decisions. **You must visit all booths.**

1. Go to the registration booth where you will pick-up your career profile, receive your credit score, and get your spending plan.
2. Visit all of the booths. Have your spending plan signed by the booth captains after each transaction.
3. Periodically check in at the Credit Counseling booth to determine how much you can afford to save and how well you are managing your finances.
4. If you run out of money, you can visit the Credit Counseling booth for advice on how to trim your costs or find a part time job.
5. Take time to calculate each transaction and manage your money correctly. Don't be afraid to discuss your choices with your friends.
6. Go to the Credit Counseling booth when you have completed all the booths and receive your final assessment.
7. Save all your fair materials for follow up activities.
8. Fill out and Return your Student Evaluation Form.

CREDIT FAIR OCCUPATIONS

Sample List – use as a guide

<input type="checkbox"/> ACCOUNTANT	<input type="checkbox"/> HAIR DRESSOR
<input type="checkbox"/> ARCHITECTURE	<input type="checkbox"/> INTERIOR DECORATOR
<input type="checkbox"/> ARTIST	<input type="checkbox"/> JOURNALIST
<input type="checkbox"/> ATHLETIC TRAINER	<input type="checkbox"/> LAWYER
<input type="checkbox"/> AUTO MECHANIC	<input type="checkbox"/> ADVERTISING
<input type="checkbox"/> BANKER	<input type="checkbox"/> MEDICAL ASSISTANT
<input type="checkbox"/> BUSINESS MANAGEMENT	<input type="checkbox"/> MASSAGE THERAPIST
<input type="checkbox"/> CARPENTER	<input type="checkbox"/> MILITARY
<input type="checkbox"/> CEO	<input type="checkbox"/> NURSE
<input type="checkbox"/> CHEF	<input type="checkbox"/> PHARMACIST
<input type="checkbox"/> COMMUNICATIONS	<input type="checkbox"/> PHOTOGRAPHY
<input type="checkbox"/> COMPUTER ENGINEER	<input type="checkbox"/> PHYSICAL THERAPIST
<input type="checkbox"/> COMPUTER TECHNICIAN	<input type="checkbox"/> PHYSICIAN
<input type="checkbox"/> CONSTRUCTION MGMT.	<input type="checkbox"/> PILOT
<input type="checkbox"/> EARLY CHILDHOOD ED.	<input type="checkbox"/> POLICE OFFICER
<input type="checkbox"/> ELECTRICIAN	<input type="checkbox"/> GOVERNMENT
<input type="checkbox"/> ENGINEERING	<input type="checkbox"/> PROFESSIONAL ATHLETE
<input type="checkbox"/> FASHION DESIGNER	<input type="checkbox"/> PSYCHOLOGIST
<input type="checkbox"/> FBI AGENT	<input type="checkbox"/> REAL ESTATE AGENT
<input type="checkbox"/> FIREFIGHTER	<input type="checkbox"/> SALESPERSON
<input type="checkbox"/> GRAPHIC DESIGNER	<input type="checkbox"/> SOCIAL WORKER
<input type="checkbox"/> VETERINARY TECH	<input type="checkbox"/> SPORTS MANAGEMENT
<input type="checkbox"/> TRANSLATOR	<input type="checkbox"/> TEACHER

SAMPLE CAREER PROFILE

ACCOUNTANT

Significant Points:

Most jobs require at least a bachelor's degree in accounting or a related field. Overall, job opportunities should be favorable, although jobseekers who obtain professional recognition through certification of licensure, a master's degree, proficiency in accounting and auditing computer software, or other specialized expertise will have an advantage. An increase in the number of businesses, changing financial laws and regulations, and increased scrutiny of company finances will drive growth of accountants and auditors.

Nature of the Work:

Accountants and auditors help to ensure that the Nation's firms are run efficiently, its public records kept accurately, and its taxes paid properly and on time. They perform vital functions by offering an increasingly wide array of business and accounting services to their clients. These services include public, management and government accounting, as well as internal auditing. Beyond the fundamental tasks of the occupation - preparing, analyzing, and verifying financial documents in order to provide information to clients - many accountants now are required to possess a wide range of knowledge and skills. Accountants and auditors are broadening the services they offer to include budget analysis, financial and investment planning, information technology consulting, and limited legal services. Specific job duties vary widely among the four major fields of accounting: public, management, government and internal.

Licensing, Training, Other Qualifications, and Advancement:

Most accountant and auditor positions require at least a bachelor's degree in accounting or a related field. Beginning accounting and auditing positions in the Federal Government, for example, usually require 4 years of college (including 24 semester hours in accounting or auditing) or an equivalent combination of education and experience. Some employers prefer applicants with a master's degree in accounting or with a master's degree in business administration with a concentration in accounting. Previous experience in accounting or auditing can help an applicant get a job. Many colleges offer students an opportunity to gain experience through summer or part-time internship programs conducted by public accounting or business firms. In addition, practical knowledge of computers and their applications in accounting and internal auditing is a great asset for jobseekers in the accounting field. Accountants and auditors also can seek to obtain other forms of credentials from professional societies on a voluntary basis. Voluntary certification can attest to professional competence in a specialized field of accounting and auditing. It also can certify that a recognized level of professional competence has been achieved by accountants and auditors who have acquired some skills on the job, without the formal education or public accounting work experience needed to meet the rigorous standards required to take the CPA examination.

SAMPLE CAREER PROFILE (CONTINUED)

Job Outlook:

Employment of accountants and auditors is expected to grow about as fast as the average for all occupations through the year 2012. An increase in the number of businesses, changing financial laws and regulations, and increased scrutiny of company finances will drive growth. In addition to openings resulting from growth, the need to replace accountants and auditors who retire or transfer to other occupations will produce numerous job openings in this large occupation.

Earnings:

In 2002, the median wage and salary annual earnings of accountants and auditors were \$47,000. The middle half of the occupation earned between \$37,210 and \$61,630. The top 10% of accountants and auditors earned more than \$82,730 and the bottom 10% earned less than \$30,320. In 2002, median annual earnings in the industries employing the largest numbers of accountants and auditors were:

Federal Government	\$51,070
Accounting, tax prep, bookkeeping & payroll services	49,520
Management of companies and enterprises	49,110
Local Government	44,690
State Government	42,680

According to a salary survey conducted by the National Association of Colleges and Employers, bachelor's degree candidates in accounting received starting offers averaging \$40,647 a year in 2003; master's degree candidates in accounting were initially offered \$42,241. According to a 2003 salary survey conducted by Robert Half International, a staffing services firm specializing in accounting and finance, accountants and auditors with up to one year of experience earned between \$29,500 and \$40,500.

Related Vocabulary:

Scrutiny - A close, careful examination or study.

Credentials - That which entitles one to confidence, credit or authority.

Vital - Necessary to continued existence or effectiveness; essential

Auditor - A person appointed and authorized to audit or examine an account or accounts, compare the charges with the vouchers, examine the parties and witnesses, allow or reject charges, and state the balance.

SAMPLE PARTICIPANT PROFILE

As a participant in the High School Financial Education Fair on **[DATE, TIME, LOCATION]** you will receive an occupational scenario that describes your life at age 25 including job title, income, deductions, marital status, health status, assets, debts, credit profile, etc. Based on that information, you will be asked to complete a one month spending plan by visiting booths that represent the major monthly spending categories. To help us develop the scenarios, we would like you to complete this participant profile.

<i>(Please Print)</i> NAME _____ GRADE _____ CURRENT CLASS _____ TEACHER _____
--

What type of career are you interested in? _____

Are you planning to attend college after graduation? YES NO
If YES, what will you major in? _____

Are you planning to attend a trade or technical school after graduation? YES NO
If YES, what trade or technology area are you interest in?

Would you want to be paired up with someone at the fair (to be a married couple)?
YES NO
If YES, to whom? _____

SPENDING PLAN - MOUNTHLY BUDGET (Please Complete in Pencil)									
Income Information For:						Teacher:			
Profession:				Credit Score:				Beginning Credit Card Info	
Annual Income				Student Loan Amount				Credit Limit	
Gross Mo. income				Mo. Student Loan Pymnt				Card Used	
Mo. Payroll Tax				Student Loan Status				Available Credit	
Net Mo. Pay				Results of Credit Fair		Credit Card Payment			
Additional Job Pay						Credit Card Status			
Tot Net Mo. Pay				Mo. Pymnts			late fee \$40/month		
Savings				Savings					
Additional Savings				Credit			Credit Card Purchases		
Total Savings							Booth		Amount
IN	Booths	Expense Items	Money w/ccard	Cash from Savings	Mo. Pymnts	Housing			
	Housing	1st & last/security rent				Clothing			
		heat & elect.				Educational Training			
		health & nutrition				Health & Nutrition			
	Clothing	purchases				Personal Luxury			
		laundry/cleaning				Furniture			
	Educ. Training	cont. ed courses				Insurance			
	Health & Nutrition	groceries				Transportation			
		dining out				Reality Check			
		health club				Community Service			
	Pers. Luxury	cell phone service				Total of New Purchases:			
		cable/internet							
		pocket money				Credit Card Summary			
		entertainment				Existing Balance			
		misc. gifts & CDs				New Purchases			
		haircuts/tats/nails				New Balance			
		Vacations				Monthly Payment			
	Furniture	purchases							
		yard sale				Savings Account Summary			
	Insurance	auto insurance				Initial Balance:			
		life insurance				Deposits			
		renter's insurance				Description		Amount	
		health insurance							
	Savings & Retirement	savings account							
		retirement IRA 5%							
	Crdt Counseling	Late/misc fees							
	Transportation	public transport.				Deposits		Subtotal	
		auto loan pymnt				Withdrawals		Subtotal	
		maint./excise tax				New Saving Balance			
		gasoline							
	Reality Check	any misc. pymnt							
	Comm. Service	money/time gift							
	Career Counseling		Total Purchases	Total Savings Withdrawn	Total Monthly Budget				

SAMPLE STUDENT INSTRUCTIONS FOR SPENDING PLAN

Introduction	You will use the spending plan as a roadmap to navigating the various booths at Financial Education Fair. This spending plan is used during the fair but may also be used by teachers for learning and education in the classroom. Your teachers will give you further instructions about the spending plan during the fair. The information below will assist you with the Spending Plan. All booths must be visited during the fair.
Income Information (Top of front side)	The gross monthly salary, minus monthly deductions will equal net monthly income (take home pay).
Gross Monthly Salary	Federal tax: part of your paycheck goes to pay federal tax. State tax: part of your paycheck goes to pay state tax. Social Security: part of your paycheck goes to pay social security, which will be repaid to you when you are a senior citizen.
	Part-time job candidates successfully completing the interviewing process will have additional income added to the spending plan in other monthly income and will be provided the new Net Monthly Income amount.
Spending Plan Detail	Visit each booth listed in the booth category. Booth Representatives/ Volunteers will be present options and the following decisions will be made based on the information provided at the booth:
	<p>Student Options:</p> <ul style="list-style-type: none"> • Make a selection at each of the booth and record it in your Checking Account. The options will be explained clearly at each booth (i.e. the Housing Booth will provide different living options and expenses). • Decide if the expense will be paid by Cash (net monthly income recorded in your checking account), Credit Card or your Savings Account. • Record the expense in the correct column in your Checking Account. If the expense is from savings please record the expense in your savings account. • Have the booth volunteer initial your spending plan. • Continue until all booths have been visited. <p>Be sure to frequently visit the Credit Counseling Booth. Before proceeding to the Credit Counseling Booth be sure to have a subtotal in each payment choice column.</p>

SAMPLE STUDENT EVALUATION

(STAND ALONE FAIR MODEL)

(Please use the back for additional comments.)

1. What was the best information about managing money that you learned today?
2. How has this Fair change the way you save or spend money?
3. What did you enjoy most about the Fair?
4. What did you find the most challenging about the Fair?
5. What prepared you the most for the decision making at the Fair?

SAMPLE STUDENT EVALUATION

(CAPSTONE FAIR MODEL)

Please select only one answer

This is a sample form and may need to be adjusted to match your particular fair.

1. The classroom assignments in preparation for the Fair were -

- ☐ very helpful ☐ somewhat helpful
☐ not helpful ☐ I did not complete the assignment

Please explain your answer:

History Class (Career Exploration Activity): _____

Math Class (Spending Plan): _____

2. How could the assignments be improved to better serve students?

3. Before the fair, how did you decide which profile (job) to choose?

- ☐ I know someone who does this for a living
☐ Something I always wanted to do
☐ I thought the job would pay a lot of money
☐ I wanted to try something different and learn more about it
☐ I thought it was a job that would always be in demand and had growth opportunities
☐ I used the history assignment to gather information in preparation for Fair
☐ I did not complete the assignment and my teacher assigned the profile (job) to me

4. Which career (job) did you select? _____

5. What did you learn from the assignment that you did not already know?

6. In your math class when you completed your spending plan, what surprised you the most? _____

7. The booth that I found most important to me was -

- | | |
|---|--|
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Credit/Lending |
| <input type="checkbox"/> Furniture | <input type="checkbox"/> Housing |
| <input type="checkbox"/> Clothing | <input type="checkbox"/> Savings |
| <input type="checkbox"/> Health and Nutrition | <input type="checkbox"/> Education/Training |
| <input type="checkbox"/> Insurance | <input type="checkbox"/> Other (specify) _____ |

8. What did you choose to do for Community Service?

☐ donate money ☐ donate time

9. I found the most difficult part of the fair to be –

☐ understanding what the credit counselors were saying to me

☐ tracking whether or not I was overspending

☐ deciding on the best choices for me at each booth

☐ other: _____

10. Did you apply for a credit card? ☐ Yes ☐ No

11. I think the real purpose of this fair was to -

☐ show me how many different options there are for spending my money

☐ teach me how to prioritize my bills and other spending

☐ show me just how expensive it is to live

☐ teach me to understand credit and how to use it responsibly

12. Please rank your favorite three booths, number one being the best. Based upon the following criteria: this booth made me think, was visually appealing, the volunteers at this booth were helpful and gave me great advice...

	Top Three Booths
Clothing	
Community Service	
Credit Counselors	
Credit/Lending	
Education/Training	
Furniture	
Health & Nutrition	
Housing	
Insurance	
Personal Luxury	
Reality Check	
Savings	
Transportation	

Please list any other improvements you can think of that would help make this fair better:

SAMPLE MATERIALS FOR TEACHERS

- [Pre-Fair Lessons \(Integrated with Algebra 2\)](#)
- [Permission Slips & Scripts](#)
- [Occupation Profiles](#)
- [Activities, Challenges & Resources](#)
- [National K-12 Personal Finance Standards by the Jump\\$tart Coalition](#)

PRE-FAIR LESSON PLANS

The lesson plans available in this tool kit are meant to prepare students for the decisions they will make the day of the fair. They cover each booth that students will encounter. Teachers should feel welcome to utilize these lessons in the manner that works best for their classroom. The lessons are considered an open source so teachers may make adjustments to the lessons as they see fit for their classroom. Teachers may also choose to use only a few of the lessons before the fair if time constraints are an issue.

The lessons were originally authored by Mary C. Fritterer of the Math Department at Framingham High School for her Algebra 2 class. We would like to thank Ms. Fritterer for her generous contribution to the Youth Financial Education Toolkit.

Name: _____
Finance Project

Algebra 2

Introduction & Project Expectations:

For this project, you work in Boston and currently make about \$48,000 a year after taxes. In order to survive, it is necessary to get to and from work, have a place to live, and buy food. As a young professional, you need to make important decisions. In order to do so, you need to know all of your options.

In this project, you will create a personal budget for yourself based on this income. You will be researching costs associated with transportation, housing, and more. You will also gain an understanding of interest rates associated with car loans and/or mortgages.

First, you must decide whether to live in either Boston or Framingham. If you live in Framingham, you will need a car to get to work. However, you will only rely on public transportation (the MBTA) if you live in Boston. After you have decided where to live, follow these steps to complete the project:

	TASK	COMPLETED?
1.	Complete the Ideal Budget Worksheet (on the other side).	
2.	Complete the Transportation Costs Worksheet.	
3.	Complete the Food and Entertainment Costs Worksheet.	
4.	Complete the House Buying Guide Worksheet.	
5.	Complete the Renter Guide Worksheet	
6.	Complete the Credit Card Worksheet	
7.	Complete the Higher Education: Human Capital Worksheet	
8.	Return to your Ideal Budget Worksheet and make sure to fill in the "WHAT YOU WANT TO SPEND" and the "ARE SPENDING MORE OR LESS?" columns.	
9.	Complete the Project Summary Worksheet.	
10.	Make an organized portfolio binder of all completed worksheets and printouts from the internet.	

IDEAL BUDGET WORKSHEET

Your yearly income (after taxes) is \$48,000. Use this to answer the following questions.

You are going to create a budget based on your monthly income. At first, you will only fill in the "WHAT WE RECOMMEND" column. As you complete each budget worksheet, you may choose to decide to spend however much money you want in each category (the "WHAT YOU WANT TO SPEND" column). However, keep in mind that the total MUST equal your monthly income.

BUDGET ITEM	WHAT WE RECOMMEND	WHAT YOU WANT TO SPEND	ARE YOU SPENDING MORE OR LESS?
Transportation <i>Framingham</i> Car Payment Car Insurance Gas OR <i>Boston</i> MBTA Pass	15% of monthly wages \$_____		
Food & Entertainment Food Cell Phone Bill Cable & Internet Bill Extras	30% of monthly wages \$_____		
Housing <i>Mortgage Payment</i> Home Insurance OR <i>Rent Payment</i> Rental Insurance?	30% of monthly wages \$_____		
Credit Card	10% of the total credit card balance \$_____		
Student Loan Payment	3% of monthly wages \$_____		
Savings	25% of monthly wages \$_____		
TOTAL	\$3,320.00	\$_____	

LESSON PLAN: TRANSPORTATION COSTS

Suggested Target Age: High School

Topics Covered: transportation costs, total transportation responsibilities

What the Students Will Learn:

- That it's important to weight the costs and benefits of transportation in relation to their salary.
- How to decide what type of vehicle is within your budgetary means if you choose to purchase a car.
- To factor in outside costs that come with a vehicle such as insurance and fuel.

Materials Needed:

- Transportation worksheet
- Costs for different transportation options or access to the internet for students to find their own options.

Teacher Preparation:

1. Read the scenario and two options students will use to make their transportation choice.
2. If there is no internet access then provide the students with up to date prices for the options. This should include:
 - a) Cost of monthly MBTA pass within Boston
 - b) Monthly car payment cost of at least three (3) makes and models of cars in varying conditions.
 - c) Estimated fuel and insurance costs for the three (3) types of vehicles.

Lesson Plan:

1. Gather the students together in the classroom and tell them that today they are going to be learning about transportation costs.
2. Hand out the transportation costs worksheet and explain the scenario:
 - You work in Boston and must choose a place to live
 - Option #1 is to live in Boston near your work and use the MBTA.
 - Option # 2 is to live in Framingham and purchase a car.
 - Remember that the living expenses in Boston are higher than in Framingham and these choices will affect you when you choose where to buy a house.

TRANSPORTATION COSTS WORKSHEET

If you decide to live in Boston, you will rely on public transportation (the MBTA).
If you chose to live in Framingham, you must purchase a car.

Option #1: BOSTON

Go to <http://www.mbtta.com> and research the cost of a monthly pass that includes both Subway and Bus service. Record the amount below and print the page.

ITEM	MONTHLY COST
MBTA Monthly Pass	\$

Option #2: FRAMINGHAM

Step 1: Decide which type of car you would like to purchase (make, model, year, etc.). Use <http://www.edmunds.com> to research typical selling prices. Click on the "New Cars" or "Used Cars" links to begin researching prices. Please record the make, model, year, and price of your car below and print the page:

Make: _____ Model: _____ Year: _____ Price: _____

Step 2: Using <http://www.edmunds.com/calculators/simplified-pricing.html>, input your car's price and calculate your monthly payments. Record the amount below and print the page.

Monthly Car Payment: _____

Step 3: Now use <http://www.edmunds.com/tco.html> to estimate your fuel and insurance costs. Input your car's information from Step 1 and press "Go." From the "5 Year Details" chart, record the following amounts from "Year 1" below, and print the page.

Annual Fuel Cost: _____ Annual Insurance Cost: _____

Please convert these to monthly costs:

Monthly Fuel Cost: _____ Monthly Insurance Cost: _____

Step 4: Using the costs you researched in Steps 2 and 3, find your monthly transportation costs.

ITEM	MONTHLY COST
Monthly Car Payment	\$
Monthly Fuel Cost	\$
Monthly Insurance Cost	\$
MONTHLY TOTAL	\$

LESSON PLAN: FOOD & ENTERTAINMENT BUDGET

Suggested Target Age: High School

Topics Covered: independent living, simple budgeting, and managing expenses

What the Students Will Learn:

- They will develop the skills and knowledge necessary to interpret and evaluate lease and rental agreements
- They will learn the basics of landlord and tenant rights and responsibilities

Materials Required:

- Food & Entertainment Costs Worksheet

Teacher Preparation:

To prepare for this lesson you should review the food & entertainment costs worksheet. Research the typical costs for each item on the worksheet by visiting the websites accompanying each category. Research historical fluctuations of each category and review this with students. For example, speak with your students about how natural disasters can greatly impact the cost of particular food items or how initial costs for cable/internet packages are usually only introductory rates that end after a period of time.

(NOTE: If you don't have computers available for the students and would still like to do this exercise in class, then please visit the websites for each category and print out packets of the most recent monthly cost estimates of each item).

Lesson Plan:

Set-Up: Gather students together in a classroom setting with computers available or hand out as a homework assignment.

Introduction: Explain that today's class focused on living independently on a budget. Today the focus will be on budgeting and learning how to estimate monthly costs.

FOOD & ENTERTAINMENT COSTS WORKSHEET

Step 1: Estimate your monthly grocery (food) costs. Visit <http://www.cnpp.usda.gov/usdafoodcost-home.htm> and select the most recent available monthly estimates for food. Choose an appropriate estimate, record the amount below, and print the page that shows the estimates.

Monthly Food Estimate: _____

Step 2: Pick a cell phone provider and plan. Some suggested sites are <http://www.verizonwireless.com>, <http://www.sprint.com>, <http://www.att.com>, <http://www.t-mobile.com>, etc. Please record the price below and print the page that shows your plan and its cost.

Monthly Cell Phone Cost: _____

Step 3: Decide whether you will have cable and/or internet access. For both Boston and Framingham, your options are Comcast (<http://www.comcast.com>), RCN (<http://www.rcn.com>), or Verizon (<http://www22.verizon.com/?residential=true>). We recommend searching for a “Bundle” that includes both cable and internet access. Once you have found a plan for cable and/or internet, record the price below, and print the page that shows the cost.

Monthly Cable/Internet Cost: _____

Step 4: Estimate some of your extra costs. For example, how often will you attend the movies each month? Do you plan to subscribe to Netflix? How often will you go to eat at restaurants? Please print any information that you use to make your estimate below.

Extras Monthly Estimate: _____

Step 5: Calculate your TOTAL Monthly Entertainment Budget from Steps 1 – 4.

ITEM	COST
Monthly Food Estimate	\$
Monthly Cell Phone Cost	\$
Monthly Cable/Internet Cost	\$
Extras Monthly Estimate	\$
MONTHLY TOTAL	\$

LESSON PLAN: RENTING

Suggested Target Age: Grades 10-12

Source: Lesson adapted from materials from www.practicalmoneyskills.com and www.consumerjungle.org

Topics Covered: independent living, leases, landlord-tenant relations

What the Students Will Learn:

- They will develop the skills and knowledge necessary to research apartment rentals

Materials Required:

- Access to newspaper classified section.
- Rental worksheet

Teacher Preparation:

Before you teach this lesson, you should refresh your own knowledge of the basics of leases and landlord-tenant relations. For example, leases typically are for a 12-month period. Renters can also look for rental agreements that are month-to-month. A lease will have in it the terms and conditions including length, monthly payment amount, and date payments are due each month, fees for late payment, the name of the lessor and lessee, and the address where the rent should be sent.

Also review the following documents:

Rights and responsibilities of tenants

Rights and responsibilities of landlords

Lesson Plan:

1. Using the classified ads, students should search for their own 1 bedroom apartment in either Framingham or Boston.
2. They should carefully take the ad they chose and begin filling out their worksheet.
3. If a student chooses to rent instead of own a home they should add the expense of the apartment they chose to their final budget worksheet.
4. If a student decides to rent this is the time to allow the opportunity to purchase rental insurance. If they decide to purchase they should add another \$25 per month to their final budget worksheet.

RENTER GUIDE WORKSHEET

1.	How much is monthly rent?	
2.	Are any utilities included in the rent? (If yes, list the included utilities)	
3.	How much will you pay in rent per year?	
4.	Is this a year-long lease or month to month rental?	
5.	How many bathrooms are there?	
6.	Are there laundry facilities on site? (If yes, are they free?)	
7.	Will you need to furnish it?	
8.	Is it near any public transportation?	
9.	Are pets allowed?	

LESSON PLAN: BUYING A HOME

Suggested Target Age: High School

Topics Covered: independent living, mortgage calculation

What the Students Will Learn:

- They will develop the skills and knowledge necessary to interpret and evaluate mortgage options

Materials Required:

- House Buying Guide Worksheet
- Intro Mortgage Calculator Worksheet

Teacher Preparation:

Before you teach this lesson, you should refresh your own knowledge of the basics of mortgage calculations, credit reports and credit scores.

NOTE: This lesson requires that the students have access to a computer. It can be alternatively assigned as homework or teachers can research the sites required on the worksheet and present the information needed to the students.

Lesson Plan:

1. Gather the students together in the classroom and tell them that today they are going to be learning about mortgages and purchasing a home.
2. First, explain the options of varied repayment plans in mortgages.
 - There are usually the options of a 15 year or 30 year repayment
3. When students are done researching the rates for each repayment time ask the following questions:
 - What are the different rates for each amount of repayment time?
 - Why do you think there is a difference?
4. Next, ask students to move on to the House Buying Guide and choose a town to purchase home in.
5. They will then choose the location and type of loan that they will use. Discuss the differences in the price of the communities and types of mortgage for each community when they complete the Intro to House Buying Guide.

INTRO MORTGAGE CALCULATOR WORKSHEET

Step 1: Go to google.com and search “current mortgage rates.” The first result should give you today’s current mortgage rates for a 30-year fixed and a 15-year fixed mortgage. Record these below and PRINT THIS PAGE.

30-year fixed rate: _____

Step 2: Go to <http://www.bankrate.com/calculators/mortgages/mortgage-calculator-tool.aspx>

Pretend you would like to buy a house worth \$1,000,000 with a 30-year mortgage. Type this information into the calculator under “Mortgage Amount” and “Mortgage Term.” Use your 30-year interest rate from Step 1. Find your monthly payment by clicking “Calculate.”

How much are your monthly payments for the \$1,000,000 home?

Are you able to afford this house, based on your ideal budget?

INTRO TO HOUSE BUYING GUIDE

SHOPPING FOR A HOUSE:

Go to <http://www.trulia.com/MA/Boston/> or <http://www.trulia.com/MA/Framingham/> and research house prices in Boston and Framingham. In the left-hand column, you can add in a minimum and maximum price to help with your searching. Find a house that you like within your price range, and print the house picture and information. Since you have no money for a down payment, the price of your house will be the same as your mortgage amount.

Mortgage Amount: _____

Option #1: 15 Year Mortgage

Step 1: Re-write the 15-year fixed rate mortgage from the Intro Mortgage Calculator Worksheet below in the Interest Rate (%) column.

Mortgage Term (years)	Interest Rate (%)
15	

Step 2: Go to <http://www.bankrate.com/calculators/mortgages/mortgage-calculator.aspx> and input the Mortgage Amount, Mortgage Term and Interest Rate into the mortgage calculator

Step 3: Click on the Calculate button to calculate your monthly payment and record it below.

Monthly Payment	
-----------------	--

Step 4: Click on the Show/Recalculate Amortization Table Button at the bottom

Step 5: Find the total interest column (2nd from the right) on the Amortization Table. Follow this column and scroll down to the very bottom to find and record the Total Interest Paid.

Print this page for your records.

Total Interest Paid	
---------------------	--

Step 6: Total Interest Paid + Original Mortgage Amount = Total Amount Paid.
Record the TOTAL amount that will pay for your house below. WOW!

Total Amount Paid	
-------------------	--

Option #2: 30 Year Mortgage

Step 1: Re-write the 30-year fixed rate mortgage from the Intro Mortgage Calculator Worksheet below in the Interest Rate (%) column.

Mortgage Term (years)	Interest Rate (%)
15	

Step 2: Go to <http://www.bankrate.com/calculators/mortgages/mortgage-calculator.aspx> and input the Mortgage Amount, Mortgage Term and Interest Rate into the mortgage calculator

Step 3: Click on the Calculate button to calculate your monthly payment and record it below.

Monthly Payment	
-----------------	--

Step 4: Click on the Show/Recalculate Amortization Table Button at the bottom

Step 5: Find the total interest column (2nd from the right) on the Amortization Table. Follow this column and scroll down to the very bottom to find and record the Total Interest Paid.

Print this page for your records.

Total Interest Paid	
---------------------	--

Step 6: Total Interest Paid + Original Mortgage Amount = Total Amount Paid.
Record the TOTAL amount that will pay for your house below. WOW!

Total Amount Paid	
-------------------	--

Option #3: 30 Year Mortgage

(with an extra yearly mortgage payment every April)

Step 1: You will be using all of the same information from your 30 year mortgage. Re-write it below.

Interest Rate	Monthly Payment	Mortgage Term (years)

Step 2: Enter all of the data from **Step 1** into the mortgage calculator at <http://www.bankrate.com/calculators/mortgages/mortgage-calculator.aspx>

Step 3: Type in your monthly payment under Extra Payments, Adding \$:_____ as an extra yearly mortgage payment every April.

Step 4: Click on the Show/Recalculate Amortization Table Button at the bottom

Step 5: Find the total interest column (2nd from the right) on the Amortization Table. Follow this column and scroll down to the very bottom to find and record the Total Interest Paid. Print this page for your records.

Total Interest Paid	
---------------------	--

Step 6: Total Interest Paid + Original Mortgage Amount = Total Amount Paid.
Record the TOTAL amount that will pay for your house below.

Total Amount Paid	
-------------------	--

Step 7: Compare these values to the previous worksheet. What do you observe?

Option #4: 30 Year Mortgage (with a 0.5% decrease in interest rate)

Step 1: Enter in the Mortgage amount and Mortgage term (30 years) to the Mortgage Calculator at <http://www.bankrate.com/calculators/mortgages/mortgage-calculator.aspx>

Step 2: Decrease your Interest Rate by .5% and enter your new Interest Rate into the calculator.

Step 3: Click on the Calculate button to calculate your new monthly payment and record it below.

Monthly Payment	
-----------------	--

Step 4: Click on the Show/Recalculate Amortization Table Button at the bottom

Step 5: Find the total interest column (2nd from the right) on the Amortization Table. Follow this column and scroll down to the very bottom to find and record the Total Interest Paid. Print this page for your records.

Total Interest Paid	
---------------------	--

Step 6: Total Interest Paid + Original Mortgage Amount = Total Amount Paid.
Record the TOTAL amount that will pay for your house below.

Total Amount Paid	
-------------------	--

Step 7: Compare these values to the previous worksheet. What do you observe?

LESSON PLAN: CREDIT CARDS

Suggested Target Age: High School

Topics Covered: responsible use of credit; common credit blunders

What the Students Will Learn:

- That it's important to read the fine print on credit card offers
- What some common credit card fees are (e.g., over-the-limit fee, late fees)
- Tips for responsible use of credit

Materials Needed:

- Example credit card statement

NOTE: This lesson does not require computers and Internet access.

Teacher Preparation:

1. Read through the example credit card statement.
2. Review the terms defined below.

Lesson Plan:

- o Gather the students together in the classroom and tell them that today they are going to be learning about credit and debt.
- o Examine the example credit card statement with students, explaining that this is a monthly "bill."
- o Discuss terminology in the questions below. Check with your class to be sure they understand critical terms. Point out each element on the credit card statement as you define the terms:
 - What is a **credit line**? (A credit line is a type of short-term loan. The credit line on this statement is \$1,200.)
 - What is a **balance**? (A balance is the total amount of money owed on a credit card. On this billing statement the new balance is \$125.24.)
 - What is **interest**? (Interest is money paid for the use of borrowed funds. It is also called a finance charge, as on this statement.)
 - What is the **principal**? (The principal is the amount originally borrowed before interest or finance charges have been added to the total balance.)
 - What is an **interest rate**? (An interest rate is the percentage rate of the interest paid; for example, this credit card provider charges 19.80% a year to its customers on their balances.)
 - What is the **minimum payment**? (The minimum payment is the amount you must pay to avoid additional penalties and fees. The minimum payment for this statement is \$20.)
- o Ask students to complete the credit card worksheet.
- o At the end of the lesson students should apply the same credit card debt as found in the worksheet to their total budgets and decide upon the monthly payment they would like to make.

CREDIT CARD WORKSHEET: PAYING THE MINIMUM

How long will it take to pay off this credit card if no other charges are made this year?

Principal Balance = \$1,000

Interest Rate = 10%

	Paying only the minimum payment each month (fixed payment of \$20.00)	Paying 10% of the principal balance each month (fixed payment of \$100.00)
Monthly Payment	\$20.00	\$100.00
Amount Applied to Principal		
Amount Applied to Interest		
Total Time to Pay Off Balance		
Total Cost of Borrowing		

LESSON PLAN: HIGHER EDUCATION

Suggested Target Age: Grades 9-12

Topics Covered: human capital, jobs, labor, salary

Source: Powell Center for Economic Literacy

Time Required: 30-45 minutes

What the Students Will Learn:

- that their skills, talents, interests, and education make up their personal human capital
- that their human capital affects their ability to earn an income
- investing in their human capital increases their earning potential

Materials Needed:

- Copy of Higher Education: Human Capital Worksheet
- Recent data about tuition to local 2 and 4 year colleges as well as vocational schools.
 - o Recent state community colleges and universities can be found here: http://www.mass.edu/campuses/res_tuition.asp
 - o Search based on a particular vocational program for average tuition here: <http://www.american-school-search.com>
- Recent data about real people's incomes. Sources:
 - o Bureau of Labor Statistics, "Wages by Area and Occupation" <http://www.bls.gov/bls/blswage.htm>

Definitions:

Labor: human effort (physical and mental work) used in the production of goods and services

Capital: man-made resources used in production: buildings, machines, & tools

Income: payments made to the owners of resources when the resources are used in production

Wages and salaries: the income paid to labor, or the income people make when they work in production

Human capital: the skills, talents and education that increase the value of people's labor

Investing in human capital: spending time, effort, and money on training and education for the purpose of making labor more productive and valuable

Demand: the desire for a product, and the willingness and ability to pay for it

Lesson Plan:

1. In this lesson, we will be looking at how you can earn an income in our economy.
2. Let's review what we already know about scarcity, resources, production and incomes, and then let's talk about how people earn incomes and what determines how much income they earn.

Review:

- production and jobs result from demand for goods and services
- the circular flow shows how people's spending for goods and services becomes income for workers
- labor is a resource that we all own
- the income people earn from contributing their labor to production is called wages and salaries

3. Since every person owns at least one resource – his or her own labor – most people earn their incomes getting a job – which simply means agreeing to let someone else use your labor in return for wages or salary.

Here is a list of some real people, their jobs, and their incomes:

- Michelle coffee shop clerk, New York \$8,000
- Jason fire investigator, Mississippi \$46,000
- Joe engineer, Colorado \$65,000
- Gina elementary teacher, Texas \$39,000
- Carla high school counselor, Illinois \$68,000
- Michelle court reporter, New Jersey \$90,000
- Jimmie police chief, Tennessee \$124,000
- Meg CEO of Internet Co., California \$800,000
- Janine Bus driver, Virginia \$22,000

4. Why do some jobs pay more than others? One reason is that different jobs require different levels of knowledge and different skills. And, the opportunity costs of getting the skills and knowledge differs from occupation to occupation.

- For example, does anyone know how long you have to go to school to be a lawyer? *K-12 plus 6 or 7 years of college.*
- What about a lab technician? *K-12 plus 2 years of tech school.*
- What about a fast food worker? *Maybe only K-8. Fast Food restaurants hire teenagers.*
- What about the manager of a fast food restaurant? *K-12 plus 4 years of college, or K-12 plus lots of experience and on-the-job training.*
- What about a teacher? *K-12 plus 4 years of college.*
- A famous actor or artist? *It depends. Some have a great deal of education and others just have talent and experience.*

If you go to school to be a lawyer, you invest a lot of time and money. College and law school are very expensive. Also, while you are studying all this time, you are not earning money working. So you invest a lot to be a lawyer. When you finish law school, you have a lot of something economists call human capital. Human capital is the skills, talent, and education that increase people's value in producing goods and services.

When we talked about the resource capital, we said that it includes buildings, machines, and tools – all of which make production easier. Think of human capital as “mental tools” that make you a more productive worker. On the other hand, some people have a great deal of human capital as a result not of their education, but of talents or skills they possess, that can be used to produce the goods and services people want. Some famous entertainers are in this group.

HIGHER EDUCATION: HUMAN CAPITAL WORKSHEET

Write an occupation in each of the blanks below. The first occupation should be the job of someone you know. The second occupation should be a job that you're interested in.

Fill out the answers to the following questions with your teacher. Then compare the answers and see how the human capital needed to do a job relates to the income you make and also the investment you must make to develop the human capital.

--How much schooling do you need to have to do this job?

Job #1 _____: Yrs of schooling _____. Cost of schooling _____

Job #2 _____: Yrs of schooling _____. Cost of schooling _____

--What special capital (tools, factory, computers, office space) is needed for this job?

Job #1 _____: capital needed _____. Cost of capital _____

Job #2 _____: capital needed _____. Cost of capital _____

--Why is this job important to society? Does it produce a good or service? What human want does it satisfy?

Job #1 _____: why important ? _____. good or service? _____

what human want does this job address ? _____

Job #1 _____: why important ? _____. good or service? _____

what human does this job address? _____

--What are some things you would like about having this job?

Job #1: _____.

Job #2: _____.

--What are some things you might not like about doing this job?

Job #1: _____.

Job #2: _____.

--Which occupation requires a greater investment in human capital? _____

--A cost/benefit analysis of choosing an occupation should include comparing the investment in human capital and the resulting income. If you made a cost/benefit analysis of these two occupations, which would you choose and why?

LESSON PLAN: INSURANCE

Suggested Target Age: Grades 9-12

Sources: Unit 6 of the NEFE's High School Financial Planning Program; State Farm's Common Cent\$ site

Topics Covered: risk management and transfer, insurance

What the Students Will Learn:

- The different types of risks they should be aware of as teenagers and what risks they will need to prepare for as they become adults.
- What insurance and investments are and how they enable people to successfully manage risks.
- The different types of insurance and investments
- How to determine which risk management products are appropriate in different situations

Materials Needed:

- The Hand of Fate Game
- "Sharing the Risks Handout"
- "Insurance Basics Handout"

Teacher Preparation:

Students that have decided to rent will then choose whether or not to purchase rental insurance. Students that choose to purchase rental insurance should add \$25/month to their budget worksheet.

Lesson Plan:

1. Ask the students what risk is (the chance of loss from some type of disaster). Have them brainstorm about the different types of risks they face as teenagers. Examples might include getting hurt in a car wreck or while riding their bike; having their bike, phone, backpack, etc. stolen; or getting jumped by a gang.
2. Next have them think about the sorts of risks they may face as adults. Examples might include getting cancer; getting laid off from a job; having a fire or flood ruin their home; having a spouse die or get very ill.
3. Explain to the students the four ways of dealing with risk:
 - a) Avoid the risk. For example, don't ride in a car if the driver has been drinking.
 - b) Reduce the risk. Since many risks cannot be avoided altogether, the more practical choice is trying to reduce the risk. Risk-reducing behaviors could include always wearing your seatbelt, locking up your bike, or avoiding walking around dangerous parts of the neighborhood after midnight.
 - c) Accept the risk. This is good if the likelihood of danger or loss is very small or the loss itself will not have major consequences in your life. For example, it might be very inconvenient to go without a backpack, so you use one even

though there is some chance of it being stolen.

d) Share the risk. This is what insurance and investments do, especially insurance. You pay the insurance companies a sum of money a little, and if disaster occurs, they help you handle the loss.

4. Have them prepare to play the Hand of Fate game. Go here for the Game Overview, which also includes links to the downloadable components of the game.

In this game, students will read about the different types of risk management products available, and take a quiz on how to use them appropriately. Depending on the ability of your class, you may want to go over the different products with them as a class. The products are health insurance, homeowner insurance/ condominium insurance, renters insurance, supplemental insurance, auto insurance, life insurance, and “rainy day savings.”

5. Students will then go on to play the game. In this game, they are given a short profile of different people and they must choose five products they think will best control the risk of financial loss for that hypothetical person. The game then generates different calamities or disasters, and the students must choose a product from the five they’ve chosen to deal with the issue. If they can deal successfully with four losses and be unsuccessful at less than three, they win the game.

6. Allow the students to keep playing for as long as they need to understand the different products.

7. Next you will talk to the students about some basics of insurance and how it works.

8. Students who have decided to purchase a car or a home are obligated to also purchase insurance. However students that choose to rent may also choose whether or not to purchase rental insurance to cover their belongings.

9. Students that choose to add rental insurance should then add this to their budget worksheet.

LESSON PLAN: REALITY CHECK!

Suggested Target Age: Grades 9-12

Topics Covered: unexpected expenses

What the Students Will Learn:

- To factor in unpredictable expenses into their monthly budgets

Materials Needed:

- Reality check scenarios
- One 6 sided die

Lesson Plan:

1. Each student will have one chance to roll the die.
2. Each number corresponds to the reality check scenarios listed below.
3. Students will have to factor the reality check scenario they received into their final budget.

#	Senario
1	Your house/apartment has been broken into. If you are a renter without insurance you must spend \$400 to re-furnish your home.
2	You went over your data usage for the month so your cell phone bill is high. You must spend an extra \$100 to pay the bill.
3	Your best friend has invited you to be in their wedding. You must spend \$200 to purchase the suit/dress required and buy them a wedding gift.
4	The price of gas is on the rise. Add an extra \$50 to the cost of commuting if you drive a car.
5	Your credit card payment was late. Now you must pay a \$50 late fee.
6	Your Great Aunt Lucy remembered your birthday a few months late and sent along \$100. You can spend this or save it.

SAMPLE LETTER FOR TEACHERS FROM THE FAIR COORDINATOR / PRINCIPAL:

To: Teachers

From: (Insert Name), Financial Education Fair Coordinator

CC: Principal XYZ

Please read the attached description about the fair to your class. Students who are interested in attending the fair should sign up with you (form enclosed).

Please return the forms to me [Fair Coordinator or On Campus Leader].

When students are interested in signing the sheet, give them the following notice for their period __ to excuse them for a more detailed information meeting with the Fair Planning Committee on:

[DATE, TIME, LOCATION]

IF THEY SIGN UP BUT DO NOT ATTEND THE INFORMATION SESSION ON [DATE],
THEY **ABSOLUTELY CANNOT** ATTEND THE FAIR.

Thank You!

SAMPLE SCRIPT FOR TEACHERS TO INTRODUCE THE FAIR TO STUDENTS:

It's time to put your knowledge to work and test your financial management skills! [Add "Because you have successfully completed this class" if it is true.] You are invited by [Hosts/Major Sponsors] to attend the annual "High School Financial Education Fair" held at [Location, Date].

The fair is a one-day, interactive financial decision-making fair that illustrates basic personal financial management skills. You are given a financial profile of yourself at age 25 with the occupation that you choose and figures on income, debt and savings (based on the information you give us at the meeting).

The day of the fair you will leave [Location, Time] and journey to [fair venue]. Once there, you will receive a personal portfolio binder with all the information you need to visit various booths including housing, transportation, nutrition, insurance, credit and savings to develop a budget for one month. A "fun, fun, fun" booth is also included as part of the process, tempting you to purchase cell phones, vacations, cell phones, and other luxury items.

This is a great day! You will learn a lot about budgeting and finance and there will be lots of "surprises" as the day progresses.

SIGN UP WITH YOUR TEACHER TODAY SO YOU WILL BE GUARANTEED A SPACE.
WE ARE LIMITED TO (#___) STUDENTS!

Teacher Signature_____

PERMISSION SLIP & MEDIA RELEASE

ATTENDANCE CONSENT

(Please Print)

Parent/Guardian_____

Daytime Phone_____

I _____ (student name) am requesting participation in the High School Financial Education Fair to be held at [DATE/TIME/LOCATION]. I agree to follow the rules of the school and rules of the fair and accept decisions made by my teacher and event organizers.

MEDIA CONSENT

By signing this form, this student and parent/guardian indicates consent to the release of information relative to the student's participation in the High School Financial Education Fair. This includes, but is not limited to, the release of photographs, video, and the student's completed worksheets.

The High School Financial Education Fair Committee shall have the right to reproduce, use, and display, without any obligation of any kind, to any person, the results of the day's activities.

___ I am 18 years old and can sign for myself. I **AGREE** to the media release.

Date_____ Student Signature_____

___ I am 18 years old and can sign for myself. I **DO NOT** agree to the media release.

Date_____ Student Signature_____

___ I am not 18 years old and my parents **AGREE** the media release.

Date_____ Signature of Parent/Guardian_____

___ I am not 18 years old, but my parents requested that we **DO NOT** agree to the media release.

Date_____ Signature of Parent/Guardian_____

SIGN-UP SHEET

[ORGANIZER CONTACT INFO]

City/School
Letterhead

TO: PERIOD__ CLASSROOM
TEACHERS

FROM: [Fair Coordinator]

RE: HIGH SCHOOL FINANCIAL EDUCATION FAIR ASSEMBLY

PLEASE ALLOW _____ TO ATTEND THE HIGH SCHOOL
FINANCIAL EDUCATION FAIR ASSEMBLY SCHEDULED FOR [DATE, TIME, AND
LOCATION]. (S)HE INTERSTANDS THAT IT IS THEIR RESPONSIBILITY TO MAKE UP
ANY MISSED ASSIGNMENTS.
IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT ME.

Thank you for your cooperation!

Period __ Teacher's initials ____

ONLINE RESOURCES & SAMPLE ACTIVITIES⁴

Some Fairs Coordinators work closely with schools to explore how to prepare students for the fair. Classroom preparation needs to be flexible to allow teachers to customize their program, integrate certain modules, or teach comprehensive material as an entire course. The following list of resources is not intended to be an exhaustive list.

The Jump\$tart Coalition: www.jumpstart.org

The National Jump\$tart K-12 Standards describe what personal finance instruction should enable students to know and do. It is organized according to six categories, with expectations, knowledge statements, and a glossary.

The National Jump\$tart Clearinghouse is a premier online library of financial education resources, for teachers, parents, caregivers and anyone committed to financial smarts for students.

Fair Coordinators and teachers may use Jump\$tart's National K-12 Standards as further guidance in establishing objectives for the fair or selecting classroom materials and plan lessons. The glossary is a sample of key financial terms to aid in the understanding of the standards. The Jump\$tart Clearing House is a great place to access lessons that teach to the National Standards, but is not an exhaustive list. Additional lessons and activities are listed below.

The National Youth Financial Capability Challenge: www.challenge.treas.gov

The U.S. Treasury hosts an activity called the National Financial Capability Challenge annually March –April along with providing an educator toolkit with turn-key lessons for teachers to prepare students for the challenge. Massachusetts ranked 6th in the nation for participation in the 2012 Challenge with nearly 4,000 student participants and 27 perfect scorers.

Massachusetts State Treasurer's Office encourages schools to participate in the National Youth Financial Capability Challenge. All of the lessons found in this educator toolkit may be useful to prepare students for a "Capstone Model Fair."

⁴ In visiting any of the following website you are leaving the Massachusetts Department of the Treasury Web site. You are going to a Web site that Massachusetts Department of the Treasury does not control and whose privacy policies may differ.

ADDITIONAL PROVEN RESOURCES

National Endowment For Financial Education: www.hsfpp.org
Treasury Direct: www.treasurydirect.gov/kids/kids.htm
Treasury Direct Money Math: www.treasurydirect.gov/indiv/tools/tools_moneymath.pdf
US Comptroller: <http://www.occ.gov/topics/community-affairs/publications/insights/insights-school-based-bank-savings-programs.pdf>
Social Security Administration: www.socialsecurity.gov/kids
FDIC Consumer News: www.fdic.gov/consumers/consumer/news/index.html
FDIC Money Smart: www.fdic.gov/consumers/consumer/moneysmart/young.html
IRS Understanding Taxes: www.irs.gov/app/understandingTaxes/teacher/downloads.jsp
US Mint: www.usmint.gov/kids/teachers
Bureau of Engraving & Printing: http://www.newmoney.gov/education_resources/youth.aspx
US Department of Education: www2.ed.gov/programs/econeducation/index.html
Federal Reserve of New York: <http://www.newyorkfed.org/education/highschool.html>
Biz Kid\$: www.bizkids.com
National Council for Economic Education: www.councilforeconed.org
Young Americans Center For Financial Education: www.yacenter.org
Center For Student Credit Card Education: www.theabcsofcredit.com/#/Home-01-00/
Family Economics & Financial Education: www.fefe.arizona.edu
Foolproof Teacher: www.foolproofteacher.com
It All Adds Up: www.italladdsup.org
Junior Achievement Student Center: studentcenter.ja.org/Pages/default.aspx
The Stock Market Game: www.smg2000.org/index.html
Thirteen Ed: www.thirteen.org/edonline/lessons/index.html
Caution with Credit: www.cautionwithcredit.com

SAMPLE CAREER SELECTION ASSIGNMENT

Name _____

Occupation _____

Social Science Department/Financial Literacy

Student Assignment for the _____ Financial Education Fair

Please use the www.masscis.intocareers.org or www.collegeboard.org site, and any other resources available to you, to complete this assignment.

What is an occupation?

An occupation is a job with unique features. The features that make an occupation different from others are duties, levels of responsibility, skills, knowledge, and physical demands. Choosing an occupation that you like is important. Make sure the occupation also involves doing something you find interesting. Think about both your long-term and your short-term goals. www.MassCIS.intocareers.org

1. List some of the tasks and common work activities specific to your occupation.

2. What skills and abilities are required?

3. What education or training is required?

4. What is the employment/job outlook for skilled/trained workers in your occupation?

5. What is the starting yearly wage (salary) you can expect to make?

TOOL KIT EVALUATION FORM

Please inform Massachusetts State Treasurer's Office if the tool kit has been helpful for fair coordinators and how it can be improved. We strive to help communities throughout the Commonwealth establish successful fairs that help the next generation of students to graduate having been taught the core competencies of financial education; earning/spending, saving, investing, borrowing, and protecting.

How did the tool kit specifically help you develop your fair?

What is missing from this tool kit that should be included in future editions?

Did you try to include anything that was not in this tool kit? Was it successful?

What changes do you want to make to your fair next year?

Optional Fair Info

Contact Name(s):

Phone(s):

E-mail(s):

Name & address of school(s) participating:

Date(s) of Fairs: _____

Number of Student Participants: _____

Number of Booths: _____

Please Return via Mail:

Massachusetts State Treasurer's Office
The State House Room 227
Boston, MA 02133

Scan and email: lfay@tre.state.ma.us

Fax: 617-248-0372

Questions? Please call 617-367-6900 x615

Your feedback is greatly appreciated!