Welcome 4-H Leaders!

This guide provides you with project meeting plans (Skill Builders) that include a skills list, background information, activity suggestions, and ways to know if your members have learned the skills identified. In short, all the information and tools necessary to make this project a rewarding one for you and your members.

In this project, members will examine, by learning to do by doing, the importance of money in our daily lives. The Leader Guide is written with the expectation that the project leader(s) will have a working knowledge about the project topics and how they work. If not, you may need to do some pre-work/research on the activities, or recruit assistance for certain sections.

There are activities listed and instructions provided in the Leader Guide. You may substitute activities depending on member interest and availability of supplies. Be sure to try out activities, demonstrations, or hands-on work ahead of time to ensure you have an understanding of each Skill Builder - this also allows for any adjustments should an activity not work for you or if any equipment or supplies are unavailable.

The 3D’s of Learning - Each Skill Builder has three sections of learning called “Dream it!”, “Do it!” and “Dig it!”. Below is a description of each.

**Dream it! Plan for Success** - this gives members a chance to help plan their activities. A skills checklist, background information, important words, and activating questions are included in the Member Manual so they will be able to think about the topic and activity and decide how they will approach it. The Leader Guide contains in-depth background information on the topics, material lists, suggestions, time requirements for activities, and activating, acquiring, and applying questions to engage member’s thinking through each step of the learning process.

**Do it! Hands on learning** - this is where members are engaged in the activity planned/discussed in the Dream it! Section. Here members are doing the activities and leaders are observing, recording, and providing feedback on how well they are doing. Allow as much individual practice as required; you are assessing the progress and understanding of individual members.

**Dig it! What did you learn?** - this simply means that members and leaders need to ‘dig into their learning’. For the learning cycle to be completed, both need to reflect on how things went and how well they did. For members, this involves self-assessment, giving feedback, creating meaning from their experiences, and thinking about what they would do differently next time. Once this is done they will be in a good position to apply what they have learned to the next experience.

The sequence of project meetings and specific skills building outcomes for members in this project are on the chart on the following page.
What Skills Will The Member Learn?

Each section or Skill Builder (or Builder) in this project has activities that will help your project group learn to do by doing while learning new skills and having fun!

To complete this project, members must:
- Complete the activities in each Skill Builder OR a similar activity that focuses on the same skills, as you and your leader may plan other activities.
- Plan and complete the Showcase Challenge.
- Complete the Portfolio Page.
- Participate in your club’s Achievement (See the inside back cover for more information about 4-H Achievements).

<table>
<thead>
<tr>
<th>Skill Builder</th>
<th>Members will be able to…</th>
<th>Activities</th>
<th>Page</th>
</tr>
</thead>
</table>
| 1             | What is Money?            | • Coin Value Match  
• Special Edition Coins  
• My Values | 6  
6  
7 |
| 2             | Needs vs. Wants           | • Needs and Wants Sort  
• My Needs and Wants  
• SMART Goal  
• My Purchases | 10  
11  
11 |
| 3             | Income and Expenses       | • My Earnings  
• Interview  
• Supper Search  
• Sales Tax  
• Money Word Search | 15  
15  
15  
15  
16 |
| 4             | Saving and Spending       | • Think About Saving Your Money  
• Saving on Activities  
• RESP’s  
• RRSP’s  
• What Kind of Spender?  
• Money and Feelings | 20  
20  
21  
21 |
| 5             | Banking                   | • Banking Term Match Up  
• Find a Bank  
• The Banking Experience  
• Mock Banking Activity | 25  
25  
26  
26 |
| 6             | Cost of Living            | • Price Watch  
• The Big Budget  
• Budget Record | 32  
32  
33 |
| Showcase & Portfolio | Explain success in using the skills listed above | • Showcase Challenge  
• My Portfolio | 37  
39 |
**Showcase Challenge and My Portfolio Page**

At the end of the members’ section are the “Showcase Challenge” and “My Portfolio Page”. The Showcase Challenge page gets members to think about their accomplishments and explain or demonstrate how they were successful. There is information to help them decide how they will best “showcase” their learning to family and friends.

Record keeping is an important part of every 4-H project. “My Portfolio Page” is used to keep track of members’ 4-H experiences. As each member learns skills, this is recorded on the portfolio page. When the Portfolio Page has been completed and confirmed by the leader, then it becomes a record of the member’s completion of the project and participation in other 4-H activities beyond the project.

**4-H leader assessment** of members will occur throughout the project as you observe the progress and learning of each member. Record what you see and hear. Your feedback should be positive and specific (not just “well done”). Share feedback with members often so they can act on your suggestions. How you choose to observe and record is up to you. Remember that members may improve over the project year and that records should be updated to reflect when they showed their best learning. You are discussing how well members are meeting the skills checklists that are at the beginning of each of the project books, in each Builder and on the Portfolio Page.

Projects promote technical, communication, meeting management, and leadership skills, as well as community involvement and real-world experiences. In addition to the specific skills members are to learn in each builder, these learning goals for members are important: Following instructions - Working with others - Using supplies safely - Using the key words - Improving with practice - Respecting timelines.

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**4-H Project Series Skill Development Levels**

Each project topic series contains three levels of skill development: explore, discover, and master.

**Explore** - each project series has one manual outlining the basics. All members will be expected to complete the Explore level before moving into the Discover level. It introduces the basic skills and terms needed by members for other projects in that series.

**Discover** - each project series has several project options and members are encouraged to take as many as they would like. At this level, members practice specific techniques and gain related skills.

**Master** - project options encourage members to specialize. The Leader’s role is to look for opportunities for their members to have more in depth experiences.
4-H LEADER TIPS FOR SUCCESS!

- Pages 2 and 3 in each leader guide summarize what the member must do to complete the project.
- Depending on time available, group size, and member abilities, you may wish to break the Skill Builders into more than one project meeting.
- The internet has lots of interesting websites and educational activities. We do not endorse any website or any products they may sell. Information/products will be used at your own discretion.

- Safety is a number one priority. Care has been taken to create safe, age appropriate activities throughout this manual. As leaders, it is important for you to emphasize safety rules and adapt activities to safely match your members’ abilities. Ensure members have a good understanding of safe practices when using tools, that they use the right safety equipment when necessary, and that good supervision is provided. A quality experience needs to be a safe experience.

- The multiple intelligences theory teaches us that people learn in at least 8 different ways. All individuals will be stronger in some ways of “intelligences” and weaker in others. It follows that the more ways we teach, the more members we will reach. Throughout this project, you will find a mix of teaching and learning methods. Teaching projects using a broad blend will help increase the learning potential of all members.

- Projects are designed to teach many skills, but the 4-H member is always more important than the subject matter. Stress cooperation in the activities to develop teamwork and cooperation skills. These are valuable life skills. Ensure the work is completed in a manner that members feel good about themselves and their efforts. This can be done by assigning tasks based on member’s individual abilities. Modelling and expecting supportive behaviour (i.e. no “put-downs”) in the group also contributes to a positive experience.

- There will be opportunity for experimentation and applying skills that members have learned throughout this project. Experimenting can be frustrating, but learning through trial and error is an important life skill. Explain to members that it is alright to either go on to the next builder or do the builder again if they need the practice. Help the members work through their challenges until they are satisfied with the final results. Creating inventive 4-H members will be very rewarding.

- Celebrating success is an important but sometimes overlooked part of our lives. We encourage you to use the final section to empower the members by celebrating all they have learned in a fun manner. Anything that you do to add to the spirit of fun and the sense of accomplishment of each member will likely be remembered as the highlight of their 4-H year.

Have fun and thanks for your belief in young people!
Skill Builder 1: What is Money?

Skills Checklist

- Identify Canadian coin values
- Explain the design of special coins
- Relate personal values to spending habits

Dream it!

Background for Leaders

The Royal Canadian Mint first opened in Ottawa in 1908. The Winnipeg location has been producing Canadian nickels, dimes, quarters, loonies, and toonies since 1976. The Winnipeg location can produce 20 millions coins daily. Guided tours are offered year round.

In additional to Canadian coins, the Mint also manufactures special edition coins. These coins have a special design on the face opposite the Queen. Designs are often selected to reflect national achievements and themes. There have been multiple coins produced for Remembrance Day to honour our veterans including some with colour.

We work hard for the money we earn. Our decisions in how we choose to spend our money can be influenced by our personal values. Achievement, honesty, religion, trust, health, and loyalty are examples of personal values.

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members’ understanding, try providing a synonym members know or provide examples. The more personalized the examples, the better.

<table>
<thead>
<tr>
<th>Mint</th>
<th>The factory where coins are produced for Canada and many other countries.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dollar Value</td>
<td>The amount of money something is worth.</td>
</tr>
<tr>
<td>Personal Value</td>
<td>Something that is considered important in life.</td>
</tr>
</tbody>
</table>

Age Considerations

- 8 +

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your decision.
Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Skill Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

To get members thinking about this topic, ask them the following questions:
- How are coins produced?
- How long do you think coins last?
- Can you count your own money?
- What things are most important to you in your life?

Coin Value Match

Time Required: 20 minutes

Supplies:
- Pencil
- Various change (bills and coins)

Directions:
As members to identify coins, their values, and their names. They can match the Canadian coins to their circulation values.

Then, ask members to practice making change. Provide members will a variety of bills and coins and select various prices that the members will “pay” with their cash. Members should also practice making change from bills and coins. For example, the leader pays for their purchase of $8.75 with a $10 bill. The member will give $1.25 in change.
Do it!

Special Edition Coins

Time Required: 45 minutes

Supplies:
- Coin collection, piggy bank, or wallet
- Pencil

Safety Considerations: Coins and bills can be dirty and may carry bacteria and transmit diseases. Wash your hands after touching coins and bills.

Directions:
1. Ask members to look through their wallet, piggy bank, or coin collection to find a special edition coin.
2. Draw the coin design in the left box in the Member Manual.
3. Special edition coins are usually chosen to represent a special achievement or theme. Draw a coin you would like the Mint to produce. Record why each coin is important.

My Values

Time Required: 30 minutes

Information:
We work hard for the money we earn. Our decisions in how we choose to spend our money can be influenced by our personal values. Achievement, honesty, religion, trust, health, and loyalty are examples of personal values.

Supplies:
- Pencil

Directions:
Ask members to list the personal values that are of greatest importance to them.
Discuss some things that may cost $1000. Remember, $1000 could also be saved at a bank.
Consider how other people, such as friends, may choose to spend their $1000.
Ask members to share their responses and compare personal values.

Dig it!

Discuss why money is important and where members can find more information about Canadian money.
Compare and discuss the influence of personal values on spending.

What’s next?
The next Skill Builder will help members understand the difference between needs and wants.

Leader’s Notes

Visit www.mint.ca to learn more about coin production.
In the Member Manual

Skill Builder 1: What is Money?

Addy Says...
Money doesn’t grow on trees. It doesn’t just pop out of banking machines either. Canadian coins and bills have different values and it is important you know how much each coin and bill is worth.

SKILLS CHECKLIST
- Identify Canadian coin values
- Explain the design of special coins
- Relate personal values to spending habits

Important Words
Watch for these important words throughout this Skill Builder:
Mint, Dollar Value, Personal Value

Dream it!
The Mint is the factory where coins are made. The Royal Canadian Mint has facilities in Winnipeg, Ottawa, and Vancouver. The Winnipeg plant makes Canadian coins and money for more than 75 different countries. 20 million coins can be produced daily at the Winnipeg Mint. Billions of coins are produced each year. You can go on a tour at the Royal Canadian Mint in Winnipeg.

Coin Value Match
Match the following coins to their value. What are the coins called? Fill in the blank.

- Nickel $0.05
- Dime $0.10
- Quarter $0.25
- Loonie $1.00
- Toonie $2.00

With your leader, practice making change for small purchases.
Practice counting by 5’s, 10’s, and 25’s!

Addy’s Links...
Visit [http://www.mint.ca/store/template/home.jsp](http://www.mint.ca/store/template/home.jsp)

Do it!
Special Edition Coins
The Mint produces many specially designed circulation coins. Search through the coins in your wallet or piggy bank to find a special circulation coin. Draw the coin design below. Then, draw the design for a coin you would like the Mint to produce. Record why these coins are important.

Loose Change!
Specially produced circulation coins can be used just like regular coins to buy things, too.

My Values
Values are things you consider worthwhile or important in life. Our values influence our decisions and how we spend money. Examples of values include achievements, independence, friendship, honesty, religion, privacy, health, and loyalty.

List some of your values.

How would you spend $1000?

Would your best friend spend $1000 the same way as you would? Why?

Dig it!
Why is money important?

How can you learn more about Canadian money?

Will you think about your values before spending money?

What’s next?
The next Skill Builder will teach you the difference between needs and wants in your life.
Skill Builder 2: Needs vs. Wants

Skills Checklist
- Explain the difference between needs and wants
- Identify personal needs and wants
- Set money related goals

Dream it!

Background for Leaders

Needs are items that are required for survival such as food, water, shelter, and clothing. Wants are things that are not absolutely necessary but are nice to have. Wants are especially variable from person to person. Your wants will change as you become older. An awareness of the difference between wants and needs is essential in ensuring that money is spent wisely and priorities are in order. Some items can fit in both categories. For example, basic food is required for life, but specialty foods could be classified as wants rather than needs.

Goals motivate us, add purpose, and give a sense of achievement when they are accomplished. When setting a goal, the SMART approach to goal setting will ensure that the goal is Specific (who, what, where, when, which, and why), Measurable (concrete criteria to measure progress), Attainable (ways you can make them come true), Realistic (an objective you are willing and able to work toward), and Timely (within a time frame). A well-written goal will include all of these parts. Goals are more easily met when they are written down and divided into smaller stages.

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members’ understanding, try providing a synonym members know or provide examples. The more personalized the examples, the better.

<table>
<thead>
<tr>
<th>Needs</th>
<th>Items that are required for survival including food, water, shelter, clothing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wants</td>
<td>Items you would like to have but are not required for your survival.</td>
</tr>
<tr>
<td>Goals</td>
<td>A realistic idea of something you are aiming to attain within a time frame.</td>
</tr>
</tbody>
</table>

Age Considerations
- 8 +

Thinking Ahead
- What will you discuss with members? Gather observations and think of examples that will help support your decision.
Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Skill Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

To get members thinking about this topic, ask them the following questions:
- What is your greatest need?
- How would your needs and wants be different if you lived in another country? Why?

Needs and Wants Sort

<table>
<thead>
<tr>
<th>Needs</th>
<th>Wants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>Cell Phones</td>
</tr>
<tr>
<td>Water</td>
<td>Games</td>
</tr>
<tr>
<td>Shelter</td>
<td>Movies</td>
</tr>
<tr>
<td>Clothing</td>
<td>Toys</td>
</tr>
</tbody>
</table>

Do it!

My Needs and Wants

Time Required: 30 minutes

Supplies:
- Catalogues
- Magazines
- Scissors
- Glue
- Paper

OR:
- Computer
- Internet
- Printer

Safety Considerations: Use caution when cutting with scissors. Stay safe when searching online.

Directions:
1. Search in catalogues, magazines, or online for pictures of your wants and needs. Cut out the items.
2. Sort the items into two separate categories: Wants and Needs
3. On a separate piece of paper, label and paste the items in the two categories.
4. Display this page in the Member Manual. Ask members to think about the differences between their needs and wants.
SMART Goal

Goal planning takes time and thought. For example, if a member wants a cell phone, they need to consider who is paying the bill and paying for additional charges. It takes time to compare provider plans, lengths of contracts, costs of the phones, and additional costs.

Time Required: 20 minutes

Supplies:
- Pencil
- Paper

Directions:
Ask members to think of goals they would like to achieve. These may be short-term or long-term goals. Remind members to use the SMART approach to goal setting. There are many interesting and motivating ways to record goals and progress toward achievement of goals. Members may choose to use a goal thermometer, a chart, stars, stickers, sticky notes, etc.

My Purchases

Time Required: 20 minutes

Supplies:
- Pencil

Directions:
Ask members to record their 5 most recent purchases. Remind members that any amount of money spent should be recorded including chocolate bars, drinks, electronics, etc. Discuss where members spend most of their money. Which purchases were the best use of their money?

Dig it!

Review the following questions with members:
- Why is goal setting important?
- Other than for purchases, why do you set goals?
- Will you think about your wants and needs when making purchases in the future?

What's next?

In the next Skill Builder members will discuss many ways to earn and spend money.
In the Member Manual

Skill Builder 2: Needs vs. Wants

Addy Says...
Goals are things you are aiming to be, to do, or to have in life. Goals can be short-term, intermediate, or long-term depending on how far into the future you will achieve them. Set goals and focus on achieving them.

SKILLS CHECKLIST
- Explain the difference between needs and wants
- Identify personal needs and wants
- Set money related goals

Dream it!
Needs are items you must have for survival. Wants are items you would like to have. Wants are things that are not absolutely necessary, but would be a good thing to have. Needs and wants may vary from family to family and person to person. Needs and wants will be different for people in different countries around the world.

Sort the following terms into the categories of Needs and Wants.

<table>
<thead>
<tr>
<th>Clothing</th>
<th>Cell Phones</th>
<th>Games</th>
<th>Shelter</th>
<th>Food</th>
<th>Movies</th>
<th>Water</th>
<th>Toys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Important Words
Watch for these important words throughout this Skill Builder:
Needs, Wants, Goals

Do it!
My Needs and Wants
Search in magazines and online for pictures of your wants and needs. Sort the items into two categories: wants and needs. Paste these items on a piece of paper and add it to your project book. Think about the difference between your needs and wants and the needs and wants of others.

SMART Goal
A goal is something you are aiming to do in life. Set a goal involving an item on your list. Remember to use the SMART approach to goal setting:
Specific (Who, What, When, Where, Why)
Measurable (How much?)
Attainable (Within reach)
Realistic (willing and able, truly can be accomplished)
Timely (time frame)

I want to: ____________________
I will achieve this by: ________________

My Purchases
Think of your most recent purchases no matter how large or small they may be. Although the individual costs are small, they add up quickly. Make a list of your last 5 purchases and their costs. Then mark a checkmark beside the most important purchase.
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

Dig it!
Why is goal setting important?

Other than for purchases, why do you set goals?

Will you think about your wants and needs when making purchases in the future? Why?

What’s next?
You can earn money in many ways. In the next Skill Builder you will learn about income and expenses.

Loose Change!
Buying a coffee or chocolate bar everyday will cost you a lot of money in one year. If you spend $3 everyday, that adds up to more than $1000 over an entire year!
Skill Builder 3: Income and Expenses

Skills Checklist
- Identify sources of income
- Explain where and why money is spent
- Define a profit

Dream it!

Background for Leaders
Youth earn money in a variety of ways including an allowance, job, gift money or other sources. Income is money that is received, while expenses require the spending of money. Overall, making a profit is best as a profit is achieved when income is greater than expenses and you have money left over.

When we spend our money, items often cost more than the price that is posted on the shelf. Sales tax is applied to most of our purchases. As of 2016, the federal sales tax (GST) is charged at 5% and the Manitoba provincial sales tax (PST) is 8%. Sales tax is not charged on some essential items such as fruit and vegetables, meat, eggs, milk, and bread. Clothing, footwear, and accessories are exempt from PST for children under the age of 14. The money that is generated from sales tax is used for government projects. Some of the money may have been used in developing something new in your neighbourhood such as roads or emergency services.

Important Words
Help members define the following words and listen for them using these words in their discussions. To increase the members’ understanding, try providing a synonym members know or provide examples. The more personalized the examples, the better.

<table>
<thead>
<tr>
<th>Allowance</th>
<th>A form of income where a regular amount of money is paid to you each week or month.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profit</td>
<td>The amount of money remaining from your income after expenses are paid.</td>
</tr>
<tr>
<td>Sales Tax</td>
<td>An additional charge of 5% nationally and 8% in Manitoba (as of 2016) on the base price of most purchases.</td>
</tr>
</tbody>
</table>

Age Considerations
- 8 +

Thinking Ahead
- What will you discuss with members? Gather observations and think of examples that will help support your decision.
Preparing for Success
- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Skill Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies
To get members thinking about this topic, ask them the following questions:
- How do you earn money?
- How do your friends earn money?

Discuss some ways that members earn or receive money and the amount of money that normally comes from each source. Have members reflect on their spending habits.

Do it!

Interview
Time Required: 30 minutes
Supplies:
- Interview Questions
- Pen or pencil
- Interviewee

Directions:
Prepare the members to ask parents, leader, or a local business about their income and expenses. If they do not want to share exact dollar values you need to respect that. Focus on general questions such as what is the main source of income? Where does most of their money go? What is the hardest part or the easiest part? It will help if members prepare and write down some of their questions before the interview.
Arrange an interview with a parent, leader, or local business owner. Members will record what they learned.

Supper Search
Time Required: 30 minutes
Supplies:
- Flyer from a local grocery store
- Calculator
- Pen/pencil

Directions:
Look through the flyer to see what is on sale at the grocery store. Have members select a cost effective full course supper meal. Make sure the meal contains foods from all four food groups. Search through the flyer again to find the main ingredients. Record each ingredient and its cost. You can assume that you will already have some common ingredients such as salt, pepper, spices, etc. Calculate the cost of the meal to determine the cost of feeding a family.

Then, visit a grocery store with members to purchase ingredients. Ensure members are involved in the preparation of the meal. Members should record the ingredients and recipes they used.
Remind members that leftovers are a cost effective choice for lunch the following day.
Sales Tax

Time Required: 15 minutes

Supplies:
- Calculator
- Pen/pencil

Directions:
In Manitoba, PST of 8% and GST of 5% for a total of 13% taxes are charged on many purchases. Help members practice calculating the total cost of each of these items as follows. The total for these items before tax is $184.

Men’s Running Shoes: $75 + tax = $75 x 0.13 = $9.75 tax
$75 + $9.75 = $84.75 total

Ladies Shirt: $24 + tax = $24 x 0.13 = $3.12 tax
$24 + $3.12 = $27.12 total

Toilet Paper: $12 + tax = $12 x 0.13 = $1.56 tax
$12 + $1.56 = $13.56 total

Bedding: $70 + tax = $70 x 0.13 = $9.10 tax
$70 + $9.10 = $79.10 total

2 Chocolate Bars: $3 + tax = $3 x 0.13 = $0.39 tax
$3 + $0.39 = $3.39

Calculate how much these items really cost:
$84.75 + $27.12 + $13.56 + $79.10 + $3.39 = $207.92

Then, calculate the total sales tax:
$9.75 + $3.12 + $1.56 + $9.10 + $0.39 = $23.92

Discuss what sales tax revenues are used for.

Remember that clothing, footwear, and accessories are exempt from PST for children under the age of 14.
Income and Expense Word Search

Dig it!

Identify whether members are making a profit and why. Discuss why it is important to earn a profit. Think of reasons why your income and expenses and spending habits change as you get older?

What’s next?

A more in-depth look saving and spending follows in the next Skill Builder. Saving before spending is of great importance.

Leader’s Notes
In the Member Manual

**Skill Builder 3: Income and Expenses**

**Addy Says....**

We work too hard for the money we earn to let it disappear carelessly. Looking after our money is a difficult and necessary part of a successful lifestyle.

**Skills Checklist**
- Identify sources of income
- Explain where and why money is spent
- Define a profit

**Important Words**
- Watch for these important words throughout this Skill Builder: Allowance, Profit, Sales Tax

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**Dream it!**

You may earn money in a variety of ways such as allowances, jobs, and gifts. Income is the money you are receiving. Expenses are where you spend your money. Overall, you want to make a profit, a profit is achieved when your income is larger than your expenses.

**My Earnings**

Record the ways you earn money. How much do you normally receive from each source?

How do you spend the money you receive? How long does it take to save enough money to reach your purchase goal?

**Interview**

Ask your parents or a local business about their income and expenses. Think about and record some questions before the interview. Consider asking what they do with the money they earn and what things they pay for each month. Record what you learned below.

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**Do it!**

**Supper Search**

Your leader will help you plan a family meal. Find a flyer for a grocery store in your neighbourhood. Search through the flyer to find the main ingredients you need to make a healthy supper to feed your family. Include foods from all four food groups. Record the food items and their prices below.

- Vegetables and Fruit
- Grain Products
- Milk and Alternatives
- Meat and Alternatives

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**Addy's Links...**

Look at these budget friendly recipes
http://www.cookingsight.com/food/everyday-menus/healthy-budget-recipes

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**Loose Change!**

Do you have enough food for leftovers for lunch tomorrow? If you do, that's great! You will save money on lunch, too.

---

I will be making: ___________________________ This meal costs: ___________________________

**Sales Tax**

Why do things almost always cost more at the cash register than the price amount on the shelf? We pay sales tax on almost everything we buy. Ask your leader what the federal (across Canada) and provincial (in Manitoba) sales tax rates are. Using those numbers, calculate how much each of these items will really cost you. The total for these items before tax is $104.

- Men's Running Shoes: $75 + tax = ___________________________
- Ladies Shirt: $24 + tax = ___________________________
- Toilet Paper: $12 + tax = ___________________________
- Bedding: $70 + tax = ___________________________
- 2 Chocolate Bars: $3 + tax = ___________________________

How much did this shopping trip really cost?

How much sales tax did you pay?

Where does the money we give to sales tax go?

Think of something in your community that used funding from the government sales tax.
In the Member Manual

Income and Expense Word Search

ALLOWANCE
BABYSITTING
BARGAIN
CAR WASH
CASH
CHORES
CLOTHES
DOLLAR
GIFTS
JOB
LAWNMOWING
MONEY
MOVIES
MUSIC
PAPER ROUTE
PEST SITTING
RESponsible
SAVING
SHOPPING
TRADING

Loose Change!
Make sure you are earning more than you are spending.

Dig it!
Are you currently earning a profit? Why or why not?

Why is earning a profit important?

How will your income and expenses and spending habits change as you get older?

What's next?
In the next Skill Builder you will discover the difference between saving and spending money. Think about whether your prefer to save or spend your money.
Skill Builder 4: Saving and Spending

Skills Checklist
- Explain the 10% Solution
- Understand the importance of a balance of saving and spending
- Compare saving habits of youth and adults

Dream it!

Background for Leaders

David Chilton, author of The Wealthy Barber, recommends the 10% Solution to savings. By saving at least 10% of your earnings, you will be very well off in your later years. This means, that for every $100 you receive, you should save $10. Slowly but surely, you save a little bit at a time, until finally you have enough for something special. If you save your money in a bank account, it will continually earn interest and you will become richer. Savings are a good investment for your future. Some people choose to save their money in an RRSP (Registered Retirement Savings Plan) to enjoy retirement.

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members’ understanding, try providing a synonym members know or provide examples. The more personalized the examples, the better.

<table>
<thead>
<tr>
<th>Supersaver</th>
<th>Someone who saves most of their money without a goal for spending.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% Solution</td>
<td>David Chilton, author of The Wealthy Barber, recommends saving at least 10% of your earnings to be well prepared for your future years.</td>
</tr>
<tr>
<td>Invest</td>
<td>To put money into an account, stock, or property expecting to make a profit.</td>
</tr>
<tr>
<td>RESP</td>
<td>A Registered Education Savings Plan to save money for future schooling at universities or colleges.</td>
</tr>
<tr>
<td>RRSP</td>
<td>A Registered Retirement Savings Plan to save money for retirement.</td>
</tr>
</tbody>
</table>

Age Considerations
- 8 +

Thinking Ahead
- What will you discuss with members? Gather observations and think of examples that will help support your decision.
Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Skill Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

To get members thinking about this topic, ask them the following questions:
- What does saving mean?
- Why is saving money important?
- Does buying things make you happy?

Thinking About Saving Your Money

Ask members whether they spend or save most of their money.

Time Required: 20 minutes

Supplies:
- Calculator
- Pencil

Directions:
Calculate the following savings amounts using the 10% Solution.

$100: To calculate the minimum savings amount, enter the following into a calculator:
100 x 0.10 = $10 (or 100 ÷ 10)

$250: 250 x 0.10 = $25 (or 250 ÷ 10)

$500: 500 x 0.10 = $50 (or 500 ÷ 10)

How long will it take to save $150 total if you save $10 each month?
10+10+10+10+10+10+10+10+10+10+10+10+10+10+10+10+10+10+10+10+10+10+10+10=150 15 months
15 months X 10 = $150
Or 150 ÷ 10 = 15 months
Do it!

**Saving on Activities**

**Time Required:** 20 minutes

**Supplies:**
- Pen/pencil
- Camera

**Directions:**
Discuss some places that people keep their savings, such as piggy banks. Some people keep their savings in a jar or bottle. A two litre bottle of dimes is approximately $500.

Brainstorm ways that members can save money while still participating in activities with friends. Some ideas may include renting a movie instead of going to the theatre, homemade gifts, turning off electronics to save power, and attending free events. Members might wait until something is on sale or buy second-hand items.

Members may include a picture of themselves enjoying these activities.

**RESP’s**

An RESP is a Registered Education Savings Plan that can be opened at most financial institutions. Money is deposited regularly into the account by children, parents, grandparents, or friends. The Canadian Education Savings Grant is paid on your contributions each year. Small weekly or monthly savings can add up quickly, especially when the government adds quickly to your savings. You can learn more about RESP’s by visit [http://www.canlearn.ca/eng/savings/index.shtml](http://www.canlearn.ca/eng/savings/index.shtml).

**Time Required:** 20 minutes

**Supplies:**
- Internet access or visit a local financial institution
- Pencil

**Directions:**
Explain what a RESP is and does or ask members to research the topic. Ask members to find a brochure or pamphlet explaining RESPs, including investments and contributions.

**RRSP’s (Registered Retirement Savings Plan)**

Members probably are not thinking about retirement yet, but it is important for members to know about RRSP’s. As soon as members get their first full-time job they can consider investing some of your earnings in an RRSP. The plan should grow through their regular contributions and through interest and an annual rate of return. Eventually, they can save enough money for an enjoyable retirement. Members will learn more about RRSPs in Skill Builder 5.
What Kind of Spender?

Think about what you do with the money you earn. Some children are ‘fun spenders’ and they choose to spend their money as it is received. Snacks and video games are fun, but they don’t last long. Others purchase long-term items or gifts such as sports equipment, electronics, or books. Supersavers save most of their money.

Time Required: 10 minutes

Supplies:
- Pencil

Directions:
Ask members to think about the items they purchase most often. Discuss and record what type of spender each member is and why.

Money and Feelings

People spend money for many different reasons. Often, money is linked to our thoughts, beliefs, and emotions such as fear, anger, sadness, or happiness. Some people spend money on things to make themselves feel better.

Time Required: 20 minutes

Supplies:
- Pencil

Directions:
Ask members to answer and reflect on the following questions in relation to their feelings about money:
- How do you know you want to spend your money?
- When do you spend most of your money?
- How do you feel when you spend your money?
- Do you feel differently if your money is spent on a gift or donated to charity?

Dig it!

Review why saving money is important now and in the future. People often visit a bank or credit union to put money in their savings account. Discuss some other reasons someone might visit a financial institution. Possible ideas include getting a loan or mortgage, business/work, purchasing money in another currency, etc.

What's next?

In Skill Builder 5 members will visit a bank to learn about the banking services that are available. You may want to plan your visit prior to the next meeting.
In the Member Manual

Skill Builder 4: Saving and Spending

Addy Says....
As a child, you do not have significant expenses to consider, so most of your earnings may be used as spending money. You may also consider donating some of your spending money to a charity or another organization.

SKILLS CHECKLIST
- Explain the 10% Solution
- Understand the importance of a balance of saving and spending
- Compare saving habits of youth and adults

Important Words
Watch for these important words throughout this Skill Builder:
10% Solution, Invest, RESP, RRSP, Super saver

Dream it!
David Chilton, author of The Wealthy Barber, recommends you follow the 10% Solution by saving at least 10% of your earnings. Aim to save 10% or 1/10 of your earnings each year as 10% will leave you very well off in your later years. This means, that for every $100 you receive, you should save $10. Slowly but surely, you save a little bit at a time, until finally you have enough for something special. If you save your money in a bank account or an RRSP, it will continually earn interest and you will become richer.

As an adult, you will need to spend money to purchase many things or to pay for a service. It is important that you are prepared for those expenses.

Think About Saving Your Money
Do you spend or save most of your income?
Use a calculator or the space below to answer the following. If you follow the 10% Solution, how much money should you save if you earn:

$100:
$250:
$500:

How long will it take to save $150 if you save $10 each month?

Do it!

Saving on Activities
In your group, list ways people save their money (ex. piggy bank). Where do people keep their savings?

List 3 ways you can save money on a regular basis. These may include changes to activities you currently enjoy. Take a picture or draw how you are saving money.

RESP's (Registered Education Savings Plan)
An RESP is a Registered Education Savings Plan that helps you prepare for your future education at college or university. The money you invest in this account will also earn more money from the Canadian Education Savings Grant. Find a brochure or pamphlet on RESP's at your local bank or credit union or online. Does your family have a RESP?

Addy's Links...
You can learn more about saving for your future education with an RESP by searching online or visiting http://www.esdc.gc.ca/en/resp/index.page.
In the Member Manual

RRSP's (Registered Retirement Savings Plan)

You probably are not thinking about retirement yet, but it is important for you to know about RRSP's. As soon as you get your first full-time job you can consider investing some of your earnings in a RRSP. You will learn more about RRSPs in Skill Builder 5.

What Kind of Spender?

Think about what you do with the money you earn. Some children are ‘fun spenders’ and they choose to spend their money as it is received. Snacks and video games are fun, but they don’t last long. Others purchase long-term items or gifts such as sports equipment, electronics, or books. Supersavers save most of their money. They don’t have goals for their money other than saving it. What kind of spender are you? Why?

Money and Feelings

<table>
<thead>
<tr>
<th>How do you know you want to spend your money?</th>
<th>When do you spend most of your money?</th>
<th>How do you feel when you spend your money?</th>
<th>Do you feel differently if your money is spent on a gift or donated to charity?</th>
</tr>
</thead>
</table>

Dig it!

Why is saving money important to you now?

Why will saving money be important to you in the future?

Putting money into a savings account is one reason that people visit a bank or credit union. What are some other reasons?

What’s next?

In the next Skill Builder you will locate and visit a bank to learn about the banking services that are available locally and online.
Skill Builder 5: Banking

Skills Checklist

- Define financial institution
- Identify nearby financial institutions
- Use bank services

Dream it!

Background for Leaders

Financial institutions (banks and credit unions) provide services to look after our money. They offer loans and mortgages from their lending departments. Clients regularly deposit and withdraw money with the assistance of a bank teller or an ATM. Financial advisors offer advice when you are selecting accounts and looking to invest your money wisely. When opening an account, different financial institutions require different ID (birth certificate, driver’s license, passport, immigration papers, or SIN (Social Insurance Number) card). Check with the financial institution for specific ID requirements.

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members’ understanding, try providing a synonym members know or provide examples. The more personalized the examples, the better.

<table>
<thead>
<tr>
<th>Deposit</th>
<th>Putting money into a bank account</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdraw</td>
<td>Taking money out of a bank account</td>
</tr>
<tr>
<td>ATM</td>
<td>Automated Teller Machine; a convenient machine for withdrawals and deposits.</td>
</tr>
<tr>
<td>PIN</td>
<td>Personal Identification Number: a number used at an ATM to securely identify you as the cardholder.</td>
</tr>
<tr>
<td>Financial Institution</td>
<td>A bank or credit union offering services such as deposits, withdrawals, loans, mortgages, etc.</td>
</tr>
</tbody>
</table>

Age Considerations

- 8 +

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your decision.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Skill Builder. Discuss what success in these activities might look like, sound like, or feel like.
Activating Strategies

To get members thinking about this topic, ask them the following questions:
- Why do people go to a bank or credit union?
- Have you ever been to a bank or credit union? Why?

Banking Term Match Up

- **Bank or Credit Union**: The relationship between currencies in different countries.
- **Exchange Rate**: A machine that allows you to deposit and withdraw money from your account.
- **Interest**: Taking money out of your bank account.
- **Deposit**: A place that looks after people’s money. You can save or borrow money here.
- **Withdrawal**: A secret password that you enter at the bank or banking machine to identify yourself.
- **Savings**: Putting money in your bank account.
- **Account Balance**: The amount of money the bank is holding for you.
- **Personal Identification Number (PIN)**: The money the bank pays you for letting them look after your money. It serves as a reward for not spending the money.
- **Automated Teller Machine (ATM)**: An account for money to be kept safe until you need to spend it later.

Do it!

Find A Bank

It is important that members know where financial institutions are located. Members may be familiar with some of the local banks or credit unions. Many banks or credit unions will offer tours. Many financial institutions also offer online services.

**Time Required**: 15 minutes

**Supplies**:
- Internet, phone book
- Pencil

**Directions**:
Ask members to identify nearby financial institutions including banks and credit unions. A phone book, the internet, or a trip downtown will be useful in completing this activity.
The Banking Experience

Prior to completing this activity, it may be helpful to ask members if they are clients of a local bank or credit union. Make arrangements with parents to visit a financial institution. Have members practice their signature as clients must sign their banking card.

**Time Required:** 45 minutes and/or throughout the 4-H year

**Supplies:**
- Transportation to a financial institution

**Directions:**
1. As a group, plan to visit a financial institution.
2. Ask or do the following:
   - Talk to a teller and introduce yourself as a 4-H Member taking the Explore Your Money 4-H project.
   - Ask what types of savings accounts they have for youth.
   - Find the ATM.
   - Find out if the financial institution has an app for smartphones.
   - Ask to see a blank cheque.
   - Ask if the financial institution offers RESPs and RRSPs.
   - Ask about reasons people borrow money from financial institutions.
3. If members are clients of a bank or credit union, encourage them to complete the following tasks throughout the year:
   - Make a deposit with the bank teller.
   - Make a withdrawal with the bank teller.
   - Make a deposit at the ATM.
   - Make a withdrawal at the ATM.
   - Deposit a cheque.
   - If online banking is available, consider using this service too. Record what actions you are able to perform online.

Remind members of the potential for additional charges on their account if they are not careful. Using their banking card at another financial institution other than their own may involve additional banking charges on each transaction. Also, there is a maximum withdrawal amount permitted per transaction, daily, or weekly, or limited by the funds in your account. It is important that members know the account balance and pay attention to their banking limits.

Mock Banking Activity

**Time Required:** 45 minutes

**Supplies:**
- Pen or pencil
- Calculator
- Money (from a board game or paper notes)
- Cheque and transaction slip templates.
Directions:
Ask members to act out each scenario as a client and a banker. Members may work in partners. Emphasize the importance of accuracy when writing a cheque and recording account balances on transaction slips. For security reasons, do not include real account numbers. Members’ names may be substituted in place of account numbers.
Templates for cheques and transaction slips are included on the following pages. Additional copies of these pages will be required as members complete this activity.

Scenario 1:
- You have $95 in your bank account.
- You mow lawns in your neighbourhood and earn $50 each week. Calculate how much money you should put in your savings account. Show how you will deposit this cash to your savings account.
- Your grandparents sent you a cheque for $25 for your birthday. Write out what this cheque looks like.
- Show how you will deposit this cheque and withdraw $20 to spend at a sporting event. What will the withdrawal slip say?
- You need to eTransfer $30 to your parents to pay for your cell phone.

Upon completing Scenario 1, members will have $75 in their accounts.

Scenario 2:
- You have $110 in your bank account.
- You deliver newspapers to homes in your neighbourhood and earn $60 each week. Calculate how much money you should put in your savings account. Show how you will deposit this cash in your savings account.
- You got a $50 cheque for Christmas. Write out what this cheque looks like.
- Show how you will deposit this cheque and withdraw $30 for spending money. What will the transaction slip look like?
- You need to eTransfer $15 to your friend to pay them back for the movie you went to last week.

Upon completing Scenario 2, members will have $121 in their accounts.

Dig it!
Discuss why people use financial institutions instead of a piggy bank. Review the types of bank accounts that were available at the financial institution that was visited and the banking services that members will use most often.

What’s next?
Skill Builder 6 explains the cost of living. Homes, cars, and groceries all cost money.
Account Number:_________________ Date: ___________

Transaction Record

<table>
<thead>
<tr>
<th>Account</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ _______</td>
</tr>
<tr>
<td></td>
<td>$ _______</td>
</tr>
<tr>
<td></td>
<td>$ _______</td>
</tr>
</tbody>
</table>

Account Balance $__________

Thank you for choosing ______________________
We value your business.

___________________________________
___________________________________

Memo

___________________________________  Signed  ______________________
<table>
<thead>
<tr>
<th>Transaction</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deposit</td>
<td>$5</td>
</tr>
<tr>
<td>Deposit</td>
<td>$25</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>$20</td>
</tr>
<tr>
<td><strong>Account Balance</strong></td>
<td><strong>$105</strong></td>
</tr>
</tbody>
</table>

Thank you for choosing **Name of Financial Institution**
We value your business.

---

**Memo:** Birthday Gift

**Signed:** Handwritten Signature
In the Member Manual

Skill Builder 5: Banking

Addy Says...
There are banks and credit unions across Canada. They are a great place to keep and save your money. Later, you may need a loan or mortgage from a financial institution.

Skills Checklist
- Define financial institution
- Identify nearby financial institutions
- Use bank services

Important Words
Watch for these important words throughout this Skill Builder: Deposit, Withdraw, ATM, PIN, Financial Institution

Dream it!
A bank is an institution that offers a variety of financial services. When you are applying for a bank account, you will need to provide your name, address, phone number, age, birth date, and signature. The bank will also ask for two pieces of identification such as your birth certificate, driver’s license, passport, immigration papers, or SIN (Social Insurance Number) card. Check with your financial institution for specific ID requirements.

Banking Term Match Up
Match the following banking words with their definition.

Bank or Credit Union:
- The relationship between currencies in different countries.

Exchange Rate:
- A machine that allows you to deposit and withdraw money from your account.

Interest:
- A place that looks after people’s money. You can save or borrow money here.

Deposit:
- A secret password that you enter at the bank or banking machine to identify yourself.

Withdrawal:
- Putting money in your bank account.

Savings:
- The amount of money the bank is holding for you.

Account Balance:
- The money the bank pays you for letting them look after your money. It serves as a reward for not spending the money.

Personal Identification Number (PIN):
- An account for money to be kept safe until you need to spend it later.

Automated Teller Machine (ATM):
- Loose Change!
BMO is the oldest bank in Canada. It first opened in 1817 in Montreal, Quebec. Banks began as a source of grain loans for farmers.

Loose Change!
ATMs were first used in the 1960’s.

Do it!
Find a Bank
List the financial institutions (banks or credit unions) near your home. Ask your leader to organize a tour of a financial institution.

The Banking Experience
Practice and record your signature in the box to the right. You will need to handwrite your name when you are signing client cards and important papers.

Ask or do the following:
- Talk to a teller and introduce yourself as a 4-H Member taking the Explore Your Money 4-H project.
- Ask what types of savings accounts they have for youth.
- Find the ATM.
- Find out if the financial institution has an app for smartphones.
- Ask to see a blank cheque.
- Ask if the financial institution offers RESPs and RRSPs.
- Ask about reasons people borrow money from financial institutions.

If you have an account, complete the following tasks throughout the year:
- Make a deposit with the bank teller.
- Make a withdrawal with the bank teller.
- Make a deposit at the ATM.
- Make a withdrawal at the ATM.
- Deposit a cheque.
- If online banking is available, consider using this service too. Record what actions you are able to perform online.
In the Member Manual

Mock Banking Activity

Act out the following scenarios by yourself or with a friend. There are blank transaction slips and cheque templates in the leader guide.

Scenario 1:

- You have $95 in your bank account.
- You mow lawns in your neighbourhood and earn $50 each week. Calculate how much money you should put in your savings account. Show how you will deposit this money to your savings account.
- Your grandparents sent you a cheque for $25 for your birthday. Write out what this cheque looks like.
- Show how you will deposit this cheque and withdraw $20 to spend at a sporting event. What will the withdrawal slip say?
- You need to eTransfer $30 to your parents to pay for your cell phone.

How much do you have in your bank account now? ________

Scenario 2:

- You have $110 in your bank account.
- You deliver newspapers to homes in your neighbourhood and earn $60 each week. Calculate how much money you should put in your savings account. Show how you will deposit this cash in your savings account.
- You got a $50 cheque for Christmas. Write out what this cheque looks like.
- Show how you will deposit this cheque and withdraw $30 for spending money. What will the transaction slip look like?
- You need to eTransfer $15 to your friend to pay them back for the movie you went to last week.

How much do you have in your bank account now? ________

Now, think of your own example transactions.

Dig it!

- Why do people use financial institutions?
- What types of bank accounts are available?
- What banking services will you use most often?

Loose Change!

The average person uses an ATM 7 times each month.

What's next?
The next Skill Builder explains the cost of living: Homes, cars, and food all cost money.
Skill Builder 6: Cost of Living

Skills Checklist
- Explain the importance of a budget
- Use price comparisons to save money
- Construct a budget

Dream it!

Background for Leaders

Maintaining a household is expensive. The costs of housing, transportation, utilities, and insurance take up a lot of a family’s income. Additionally, money spent on groceries, eating out, personal care, clothing, and extra-curricular activities will add up quickly. Many families struggle to pay for all of their expenses each month and each year. Preplanning is very important in balancing a budget.

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members’ understanding, try providing a synonym members know or provide examples. The more personalized the examples, the better.

<table>
<thead>
<tr>
<th>Price Comparison</th>
<th>Finding two or more prices for a product to find the best deal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>An estimate of income and expenses over a period of time.</td>
</tr>
<tr>
<td>Coupons</td>
<td>Cards in flyers or online that can be used to save money on a purchase at a specific store or business or on a specific product.</td>
</tr>
<tr>
<td>Net Income</td>
<td>The difference between income and expenses when making a profit.</td>
</tr>
</tbody>
</table>

Age Considerations
- 8 +

Thinking Ahead
- What will you discuss with members? Gather observations and think of examples that will help support your decision.

Preparing for Success
- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Skill Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

To get members thinking about this topic, ask them the following questions:
- Does your family have a budget?
- Do all stores charge the same price for a product?
Do it!

Price Watch

Time Required: 20 minutes

Supplies:
- Flyers or internet access
- Pencil

Directions:
1. Search for each of the items listed in the Member Manual (chocolate bar, loaf of bread, 1 kg ground beef, 1 dozen eggs, 4L milk, 1L gasoline, bicycle, boots) in flyers, online, or by visiting the store. Also, look for coupons to reduce the cost of each item. Remember to read the fine print on the coupons so you know whether it can be combined with a sale price.
2. Show members how to compare the quantity of the products for sale to find the best deal.
3. Ask members to record the best price and the name of the store that offers that price beside each item.
4. Ask members to think of two more items they would like to buy and find the best price. Some examples may include food, treats, sports equipment, or a trip.

The Big Budget

Time Required: 45 minutes

Supplies:
- Pencil
- Calculator
- Money (from a board game, paper notes, or printed from an online website)

Directions:
1. Introduce the scenario to members: According to Statistics Canada, the median total income, by family type, in Manitoba was $72,600. Introduce this scenario to members: Pretend you are part of a family of 4 where both parents are working full-time jobs and the two children are attending school. Your household earns $6000 each month. After paying your income taxes, you will earn $4500 monthly. Explain that a percentage of the family’s overall income was paid in taxes.
2. Pay members $4500 in ‘money’.
3. Ask members to begin paying their monthly expenses. Begin by calculating their savings amount ($4500 × 0.1=$450).
4. Record the amount of money the family has after all of their expenses are paid ($110).
5. Ask members to decide where the remaining money should be spent. Examples may include an area that is missing, additional saving contributions, saving for a trip, a special event, etc. Families should save for unexpected medical expenses. Trips to the dentist or eye doctor and medicine all cost money.

Discuss any areas in the budget where the family in this situation could have saved money.
**Budget Record**

**Time Required:** ongoing

**Supplies:**
- Pencil
- Budget chart (for convenience, make additional copies so that members do not need to remove the chart for their books)

**Directions:**
Ask members to record all of their money flow for an extended period of time (ex. between meetings, for two weeks or a month). Remind members that they should record all of their income (jobs, allowance, gifts, money from parents or friends, etc.) and all of their expenses (lunch money, treats, games, gifts, etc.). Every amount, small and large, should be recorded.

At the end of the recording period, members should calculate to determine whether they have a net income (earned more than they spent) or a net loss (spent more than they earned). Ask members to identify their spending habits.

**Notify parents of this activity so they are aware of why their children are keeping track and asking questions about finances! Members will learn a lot about their own spending.**

**Dig it!**

Relate the cost of living to the following questions:
- Why is a budget important?
- How will you continue to track your money in the future?
- How will money affect your decisions in the future?

**What's next?**

Congratulations! You have completed all of the Skill Builders in Exploring Your Money. Members will now begin working on the Showcase Challenge. Have a great Achievement. The members could not have done it without you.

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**Leader’s Notes**
In the Member Manual

Skill Builder 6: Cost of Living

Addy Says...
A good plan for your money is important. It will allow you to live comfortably with your income and you will be prepared for emergencies.

Skills Checklist
- Explain the importance of a budget
- Use price comparisons to save money
- Construct a budget

Important Words
Watch for these important words throughout this Skill Builder:
Price Comparison, Budget, Coupons, Net Income

Dream it!
A budget is a record of how much you earn and spend each month. Consider your income and expenses. Did you make or lose money?

Do it!
Price Watch
Make a list before going to the store and stick to the list. Compare the prices between larger (bulk) and smaller packages. Use coupons and flyers to find the best price. Check flyers and local stores to see which places have the best prices for these items. Make sure you are comparing the same amount and type of each product so you know you are getting the best deal. Record the price and the store name beside each item.

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chocolate Bar</td>
<td></td>
</tr>
<tr>
<td>1 Loaf of Bread</td>
<td></td>
</tr>
<tr>
<td>1 kg. Ground Beef</td>
<td></td>
</tr>
<tr>
<td>1 Dozen Eggs</td>
<td></td>
</tr>
<tr>
<td>4 L Milk</td>
<td></td>
</tr>
<tr>
<td>1 L Gasoline</td>
<td></td>
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<tr>
<td>Bicycle</td>
<td></td>
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<tr>
<td>Boots</td>
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</tbody>
</table>

Compare the prices of two more things:

Loose Change!
Look for deals when you are eating out and don't pay for extras with your meal.

Addy's Links...
You can find templates for your own budget online at http://www.fcac-acfc.gc.ca/eng/resources/publications/budgeting/Pages/MakingAB-Commenttif.aspx#Worksheet

The Big Budget
Calculate your family budget
OR
According to Statistics Canada, the median total income, by family type, in Manitoba was $72,600. Pretend you are part of a family of 4 where both parents are working full-time jobs and the two children are attending school. On average, your household earns $6000 each month. After paying your income taxes, your family will earn $4500 monthly. Your leader will pay you your monthly salary. You are responsible for paying the bills this month.

<table>
<thead>
<tr>
<th>Savings (Calculate based on the 10% Solution)</th>
<th>??</th>
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<tbody>
<tr>
<td>Mortgage and Property Tax</td>
<td>$1400</td>
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<tr>
<td>Insurance</td>
<td>$50</td>
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<tr>
<td>2 Cars (payments, registration, gas)</td>
<td>$1100</td>
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<tr>
<td>Water</td>
<td>$30</td>
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<tr>
<td>Hydro</td>
<td>$125</td>
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<tr>
<td>Phone, Internet, TV services</td>
<td>$175</td>
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<tr>
<td>Banking Services &amp; Fees</td>
<td>$10</td>
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<tr>
<td>Groceries</td>
<td>$550</td>
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<tr>
<td>Personal Care</td>
<td>$65</td>
</tr>
<tr>
<td>Clothing</td>
<td>$100</td>
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<tr>
<td>Extra-Curricular Activities</td>
<td>$85</td>
</tr>
<tr>
<td>Eating Out</td>
<td>$35</td>
</tr>
<tr>
<td>Gifts</td>
<td>$75</td>
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<tr>
<td>Medical Expenses Fund</td>
<td>$100</td>
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</tbody>
</table>

The family has __________ remaining.
What should this money be used for?

Why should families save money for medical expenses?

Where could this family have saved money?


Budget Record
Keep a record of all the money you earn and spend for one month. Record your starting balance (this is how much money you have at home that you are allowed to spend). Record all of your income including allowances, money from parents or friends, (e.g., lunch money, snacks after practice).

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Income</th>
<th>Expenses</th>
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Net Income or Net Loss

Income - Expenses = Net Income or Net Loss
A net income occurs when income is more than expenses. A net loss occurs when income is less than expenses. If you have a net loss, try to reduce the amount of money you are spending each month.
Circle Net Income or Net Loss to show which one you had this month.

Where do you spend most of your money? Why?

Dig it!
Why is a budget important?
How will you continue to track your money in the future?

How will money affect your decisions in the future?

What's next?
Now that you have finished all the Skill Builders in this project, it is time to think about and plan for the Showcase Challenge. The Portfolio Page is for you to make sure your Exploring Your Money Project Skills Chart is complete. There is a space for you to write down some thoughts and reflections on the project (what you liked and didn't like, etc.).

Loose Change!
Keep track in detail of your expenses to see where your money slips through the cracks. Become a more efficient spender!
Showcase Challenge

Have members use their Member Manual to help them organize what they have learned in this project. The form of the Showcase Challenge can vary according to the wishes of the leaders and the members' abilities. Information could be presented in many forms, some of which are: posters, pamphlets, written reports, speeches, computer presentations, displays, etc. Suggestions are listed on the Showcase Challenge page at the back of the Member Manual. The best results are almost always obtained when members are allowed to present their information in the style of their choice.
In the Member Manual

Do it!
Insert or attach your finished product or a photo of you sharing your skills in your Showcase Challenge.

Dig it!
Now that you have showcased your project skills:
- How did your Showcase Challenge go?
- What would you do differently next time?
- How will you use your new skills in the future? (in different situations?)
In the Member Manual

Portfolio Page

Once members have completed all the Skill Builders they will have a lot of information recorded in their manuals. These are products of their learning. As a final exercise in the project, members and leaders will pull together all this learning in completing the Portfolio Page in the Member Manual. There is a skills chart that lists the skills members are expected to complete by the end of the project. Members and leaders must indicate how they know the member was successful at a particular skill. Leaders will find evidence if they think about what they have observed members doing, what discussions they have had with members, and what members have produced. If leaders think that members need to go back and improve on any skill, this chart helps them clarify what needs to be done.
In the Member Manual

Above and Beyond!
In addition to project skills, 4-H also increases skills in meeting management, communications, leadership, community involvement through participation in club, area, or provincial 4-H events or activities. List below any activities you participated in this year in 4-H. (Some examples include Executive Positions held, Workshops, Communication, Community Service, Rally, Banquets, Conferences, Judging, Camps, Trips, Awards, Representation to Area or Provincial Councils, etc.)

**Feel Free to add additional pages that include awards, certificates, new clippings, photos or other items that describe your 4-H involvement.

Member Point of Pride!
What I learned...
What I need to improve on...
What I want others to notice...
Member’s Signature: ______________________

Point of Praise! Another’s perspective on your achievements in 4-H.
(community professionals, 4-H club head leaders, friends of 4-H)
I am most impressed by...
I believe that you have learned...
In the future I encourage you to...
Signature: ______________________
4-H Achievement

4-H Achievement is... a 4-H club celebration when members have completed their projects. Achievements are planned by the club to give recognition to members and leaders for their accomplishments in their 4-H projects and club activities.

A 4-H Achievement can take many different formats: from choosing a theme, to member project displays, to members using their new skills for the event (entertainment, food, decorating, photographer, etc.), to members presenting their project to the whole group, the options are endless and open to the creativity of the members and leaders in each club!

Clubs may also plan their Achievement to promote 4-H to the community or to recognize sponsors and others who have helped the club.

Members and leaders - be sure to check your project books for the project completion requirements, so you will be ready for your club’s Achievement celebration!

If you have any questions, comments or suggestions for this or other 4-H projects contact:

Manitoba 4-H Projects
Manitoba Agriculture
1129 Queens Avenue
Brandon, MB R7A 1L9

Email: 4h@gov.mb.ca
Phone: 204-726-6613
Fax: 204-726-6260

This manual is for educational use only and is not intended as professional advice.

To request this manual in alternate format, please contact Manitoba Agriculture.

For more information about 4-H and the many 4-H opportunities available please visit

http://www.gov.mb.ca/agriculture/4-h/
What is 4-H?

4-H is an international youth organization involving more than 7 million members in 80 countries around the world.

In Canada, 4-H began in 1913 in Roland, Manitoba as a community-based organization dedicated to growth and development of rural youth. Today’s 4-H program reaches both farm and non-farm youth across Canada. The motto of “Learn To Do By Doing” is embodied in the program, as 4-H focuses on skill development as well as personal development of life skills such as communications, leadership and citizenship.

4-H Motto

“Learn To Do By Doing”

4-H Pledge

I pledge,
My HEAD to clearer thinking,
My HEART to greater loyalty,
My HANDS to larger service,
My HEALTH to better living,
For my club, my community, and my country.

All project materials are available in alternate format upon request.

Manitoba 4-H project material is developed by Manitoba Agriculture