

Family Dynamics AMI Packet

Week of April 13-17 RELATIONSHIPS IN FAMILIES

*Review Teens and Siblings PowerPoint and complete questions.

[Teens and Siblings PowerPoint](#) [Teens & Siblings Condensed Notes Version](#)
[Teens and Siblings Powerpoint ?s](#)

*Read “Brotherly Love” and answer Reflection questions

[Brotherly Love Story](#)

*Complete Sibling Rivalry Survey (may ask questions of yourself or to a sibling)

[Sibling Rivalry Research Questionnaire](#)

Choose Option 1 or 2 of the Sibling Rivalry Reflection Paragraph

[Sibling Rivalry Reflection Paragraph](#)

*Complete the [Love Languages Quiz for Teens](#) and total your points.

Read the document [The 5 Love Languages](#); circle your TOP 2 love languages based on your scores. At the bottom of the paper, write a paragraph about what you think about the 5 Love Languages. Do you think knowing how someone else feels loved could help improve relationships? Why/why not? Also, write the names of your family members on the paper and take a guess at each of their TOP 2 love languages. Most people have 2 that are close in scores. If they want to take the quiz, you can ask them the questions or have them go to www.5lovelanguages.com Talk to your family about the 5 Love Languages and see if they agree with your Top 2 guesses!

*LOVE LANGUAGE EXPERIMENT

Choose at least ONE family member to LOVE the way they love to be loved... Consider the top 2 love languages that you think they are. Ask them if they agree with those TOP 2 as being their love languages. NOW... love that family member in that way today! Show them love according to examples provided in [The 5 Love Languages](#) document. DO NOT show them love according to YOUR love languages...but according to THEIR LOVE LANGUAGES. At the end of the day, write a reflection about your experience. Reflect upon how you felt showing them love that way and how they seemed to feel about it.

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Week of April 20-24 DATING & MARRIAGE RELATIONSHIPS

*Read the article [5 Truths About Dating](#)

*Complete [DATING RELATIONSHIPS](#)

*Complete [MARRIED OR NOT](#)

*Write a **letter to your future spouse**, about your hopes and dreams for the marriage, for your future together. Your spouse will read this letter just before the wedding. You don't need to use a name but it can be written as you imagine or hope that it would be. Even if you don't think you will get married, write one anyway...talk about how you didn't plan to get married but now that you have fallen in love...

Week of April 27- May 1 FAMILY FINANCES

Read the following articles and complete the questions that follow. Then, highlight key points in the article, focusing on main ideas. Underline anything in the article that mentions numbers. On the [Article Summary Page](#), Write a short paragraph that explains the central idea of each article. Use at least two details from the article to support your response.

[Article #1: Part-time work: Good for teens in school?](#)

[Article #2: Report: Where you attend college could cost more to borrow and refinance loans](#)

[Article #3: No checkout needed: Amazon opens cashierless grocery store](#)

Complete [Parent Interview](#). When finished, write a 1 page summary about what you have learned from your parents about financial topics through both this interview and throughout your life.

Complete the [Money Matters: Know the Lingo](#) Worksheets #1 & 2

Read the article [Shape Up Your Spending](#) and answer the ?s throughout. You will either need to make a copy of the article or write your answers on paper or in a Google Doc and turn in to classroom.

Week of May 4-8

This week, you will be writing & illustrating a Children's StoryBook on a topic related to Family Dynamics. Each day will have tasks to complete, read the notes that apply to your course. You may write your book using Google Slides (each slide is a "page") OR

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you may write using pen/paper, creating a foldable book. Your goal is to take a topic you've learned about or that we would have covered and educate a younger child on that topic.

- Day 1: on a piece of paper or in a doc, brainstorm topics that affect families or choose from the topics listed below:

Communication and relationships

Stress Management

Conflict Resolution in relationships

Money Management

Impact of Divorce on Families

Citizenship: Rights/Responsibilities

Jobs/Careers

Healthy Eating Decisions

You may need to “research” or talk about your topic, have some discussions with your family members about the impact of the topics on families.

Once you have a topic, use this doc to complete a [PRE-WRITE/OUTLINE](#) for your short story. Include the plot of your story, determine who your main characters will be and how you will communicate your story to educate a young reader on your topic. Decide what grade level you will be writing for (pre-K through 6th grade). Be sure to include all of this on your paper or in doc. This is your PRE-WRITE.

- Day 2: Use link to doc and create prewrite/outline using these guidelines:

- I. Page 1: Book Cover: Title & Author Name
- II. Page 2: Introduce characters and storyline
- III. Page 3: Introduce characters and storyline
- IV. Page 4: The plot of the story should unfold
- V. Page 5: The plot of the story should unfold
- VI. Page 6: The plot of the story should unfold
- VII. Page 7: The plot of the story should unfold
- VIII. Page 8: Begin to wrap up your story
- IX. Page 9: Begin to wrap up your story
- X. Page 10: Final Page: Your story comes to a conclusion: The End..

- Day 3 : Begin to write your story in the form of a rough draft
- Day 4: Get feedback from a sibling/caregiver; revise & create final draft.
- Day 5: Illustrate your story. Make sure it is complete! Create a nice product!!

Teens and Siblings

Siblings

- Brother and sisters in a family.
- Can be the best of friends or the worst of enemies.
- Why would this be true? Give some examples.

Sibling Rivalry

- Competition between brothers and sisters.
- Usually created by jealous feelings as they compete for their parents' love and attention, or other things.

Supportive Sibling Behavior

- Any action that helps or encourages a sibling.
- Can take place in the home or outside the home.
- Give some examples.

Birth Order

- The role a child plays in the home is greatly influenced by his/her birth order.
- This role can also be transferred to school and peer groups.
- What birth order are you? See which category best fits you.

Birth Order Characteristics First Born or Only Child

- Guinea pigs
- Perfectionists
- Reliable
- Conscientious
- List makers
- Well-organized
- Critical
- Scholarly
- Loyal
- Serious
- Goal-oriented
- People pleasers
- Conservative
- Supporters of law and order
- Believers in authority
- Legalistic
- Self-reliant

Birth Order Characteristics Middle Born

- Independent
- Loyal to peer group
- Many friends
- Usually leave home first
- Find companionship outside of the home
- Feels left out of their own family
- Run with the pack
- Avoid conflict
- Least number of pics in family album
- Prone to embarrassment but won't admit it
- Secretive
- Last to seek professional help

Birth Order Characteristics Last Born

- Manipulative
- Charming
- Blame others
- Shows off
- People persons
- Good salespersons
- Precocious
- Engaging
- Messy class clowns

- Love limelight
- Personable manipulators
- Affectionate
- Absentminded
- Carefree
- Not taken seriously

Tips for the Oldest Child

- Don't overextend yourself
- Learn to say no—you can't do everything
- Don't expect so much from yourself. You don't have to be perfect.
- Don't be afraid of being a detail person.
- Take problem solving step-by-step

Tips for the Oldest Child

- Don't let others pressure you into making decisions. Take your time.
- Try to develop a sense of humor and laugh at your mistakes.
- Never apologize for being conscientious or over organized.

Tips for the Middle Child

- Use your people skills to see both sides of issues and deal with life as it really is.
- If you are a free spirit, fight to keep your unique qualities.
- Middle children grow up thinking that no one ever listened to them and they never had a chance to express their ideas. Share your ideas!

Tips for the Middle Child

- Enjoy your many friends, but don't spread yourself too thin.
- Don't compare yourself to others—just be you!
- Don't think only firstborns are leaders; you understand, negotiate, and compromise. Try being a leader!

Tips for the Youngest Child

- Accept responsibility for yourself!
- Many lastborns are messy; learn to pick up after yourself.
- Choose jobs where you interact with people because you will do well!
- Be less self-centered and offer to help others.

Tips for the Youngest Child

- Don't blame others if you're the one who really caused the situation.
- Your gift of humor will be an asset; use it correctly. Don't be a carrot seeker.
- Give others a chance to share the limelight. Concentrate on asking others about them!
- Lastborns tend to be the most compatible.

Name _____

Date _____

Teens and Siblings PowerPoint Questions

1. Who are siblings?

2. What is sibling rivalry? What are common causes?

3. List three examples of actions that would be considered a supportive sibling behavior.

- _____
- _____
- _____

4. Where are you in the birth order of your family?

5. List 5 characteristics from your birth order that most accurately describe you.

- _____
- _____
- _____
- _____
- _____

6. Which tip for your birth order was most meaningful for you? Explain in 2-3 full sentences.

Brotherly Love

I am the youngest child in our family, the baby of the bunch, and my older sisters loved to tease me. I was the brunt of their pranks many times! I've been fed dog food sandwiches, drank warm milk off of oyster stew that had "floaties" in it, and drank horse milk. I've been folded up inside a hide-a-bed while my sisters put the cushions back and sat on it! I remember being very afraid of closing the curtains in my bedroom because my sisters would run outside and scratch on the screens and scare me. They would hide under my bed at night and grab my ankles and pull me under. They once told me that a convict who ate little children had escaped from the prison. Then one of them put on a mask and old overalls, rang the doorbell, and lunged and grabbed me when I opened the door. I've been tickled until I wet my pants, thrown outside the house with no clothes on when the neighbor boy was in his yard, and dropped off at night in the graveyard and made to run out.

I feel like "torture" was a more appropriate word for all of these antics, because I would always cry and threaten to tell Mom, but I never did. Jolynne, my closest sister, was seven years older than I. She would take a belt from her closet, whip it on the bed next to me, and in her meanest voice while trying not to laugh, tell me that I'd pay if I ever told Mom. I guess I believed her, so I never did tell.

The strange thing was that through all of the teasing, I really loved Jolynne. Maybe that's why I never told on her. She was everything I wanted to be. She was my idol. If she listened to a group or certain kind of music, so did I. If she dressed a certain way, I copied it and even tried to steal her clothes. I talked the way she talked and even used her same nickname. She let me tag along with her and her friends, and even took me on dates with her boyfriends.

We shared a bedroom and sometimes at night we'd talk. She'd answer my questions about life and growing up. Sometimes I'd overstep my bounds and try to give her advice on how not to get in trouble with Mom and Dad or what to do about one of her friends, but then I'd get the usual, "Mind your own business," and she would roll over in bed. End of discussion!

I'll never forget attending her graduation with my family, and she was one of the speakers. She talked about the importance of having heroes in our lives and how they can guide us and influence our directions. She went on to tell that she had a special hero who helped her make it through some of the hardest times in her life. I remember sitting in the audience wondering who this hero was so I could worship them, too. Jolynne looked down at me and said, "My hero is sitting in the audience tonight, and it is my little sister." "Me?, I thought, "how could it be me?" She continues, "She's often made me think about which direction I was going."

Since then Jolynne and I have continued to have our ups and downs as sisters, but we are best friends and always will be. We look back at the teasing and fighting and always have a good laugh. Brothers and sisters can be the biggest pain, but remember, whether you're the youngest or the oldest, you may be someone's hero.

Reflection Questions: Answer the following questions based on the story "Brotherly Love". Remember, some answers may not be obvious; you will have to think and draw your own conclusions. You may answer (IN COMPLETE SENTENCES!) on the back of the paper.

1. How do sibling relationships affect the family infrastructure?
2. What are causes of sibling rivalry?
3. What are positive ways to deal with sibling rivalry?
4. How can siblings be friends even when there are wide age differences?
5. What are some results of supportive sibling behaviors?

Sibling Rivalry Research Questionnaire

- How many children are living in your home?
_____ boys What are their ages? _____
_____ girls What are their ages? _____
- Where are you in the sibling birth order?
_____ Oldest
_____ Middle
_____ Youngest
- Regarding sibling disagreements, check the statements that apply to your family:
_____ We have disagreements about twice a month.
_____ We have disagreements about once a week.
_____ We have disagreements twice a week.
_____ We have disagreements every day.
_____ I disagree with each of my siblings equally.
_____ I disagree with one sibling more than another one.
_____ There is one sibling I disagree with most of the time.
- Would you like to have less disagreements with your siblings? ____yes ____no
- Do your disagreements add stress to your home life? ____yes ____no
- Do you feel your parents:
_____ favor the younger children?
_____ favor the older children?
_____ treat them the same?
- Number in order (1-7) the things you and your siblings disagree over.
_____ What to watch on TV
_____ Household chores
_____ Borrowing clothes
_____ Using other item(s) without permission
_____ Use of the telephone/computer
_____ Interfering with friendships or activities with friends
_____ Teasing
- When do you feel parents should get involved?
_____ Never _____ Everytime _____ When disputes get physical
- Do you consider your siblings to be your friends? ____yes ____no

10. Check 3 items from the list below that would make the most positive impact on the relationship with your siblings.

- Talk more friendly to each other
- Stop teasing/rude comments
- Ask permission before borrowing items
- Helping out when asked
- Respect personal privacy

11. What do you like most about your siblings? _____

12. What is one thing that YOU do that drives them crazy? _____

13. Check the things that you would be willing to do to decrease sibling fighting and family stress?

- Attend activities siblings are participating in
- Help with household chores when a sibling is overloaded with homework
- Be there to listen or encourage them when they need you
- Loan items for important occasions
- Treat their friends better

Sibling Rivalry Reflection Paragraph

Using the bulleted list from your Survey Questionnaire and the information from your Teens and Siblings PowerPoint, you have a choice of two writing assignments. You must write a minimum of 3 paragraphs (minimum of 5 complete sentences) for credit.

Option 1: Write a paragraph detailing your results and how those relate to the ideas of birth order relationships. Include tips of how to better improve the sibling relationships within your family.

Option 2: Write a short story illustrating the sibling relationships within your family as reflected on survey. In the story, include principles of birth order and how that affects the way siblings relate to each other.

The Five Love Languages Test for Teens

Remember, you're going to see 30 pairs of things that parents do or say to show love to their kids. They may be things your parents do or say or that you wish your parents would do or say. Pick only ONE item in each box that you like the best, and circle the letter that goes that that item. When you finish looking at all 30 pairs, count how many times you circled each letter and transfer that letter to the appropriate blank at the end of the test.

1. Asks me what I think Puts his/her arm around my shoulder	A E
2. Goes to my ballgames, recitals, etc. Does my laundry	B D
3. Buys me clothes Watches TV or movies with me	C B
4. Helps me with school projects Hugs me	D E
5. Kisses me Gives me money for things I need	E C
6. Takes time off of work to do stuff with me Rubs my shoulders or back	B E
7. Gives me cool things for my birthday Reassures me when I fail or mess up	C A
8. Gives me high-fives Respects my opinions	E A
9. Goes out to eat or shops with me Lets me use his/her stuff	B C
10. Tells me I'm the best son/daughter in the world Drives me to places I need to go	A D
11. Eats at least one meal with me most every day Listens to me and helps me work through problems	B A
12. Doesn't invade my privacy Holds or shakes my hand	D E
13. Leaves me encouraging notes Knows what my favorite store is	A C
14. Hangs out with me sometimes Sits next to me on the couch	B E
15. Tells me how proud he/she is of me Cooks meals for me	A D

16. Straightens my collar, necklace, etc. Acts really interested in stuff that I'm interested in	E B
17. Allows my friends to hang out at our house Pays for me to go on school or church trips	D C
18. Tells me I look good Listens to me with judging me	A B
19. Touches or rubs my head Sometimes lets me pick out where we go on family trips	E D
20. Takes me to the doctor, dentist, etc. Trusts me to be home alone	D C
21. Takes me on trips with him/her Takes me and my friends to movies, ballgames, etc.	B D
22. Gives me stuff that I really like Notices when I do something good	C A
23. Gives me extra spending money Asks me if I need help	C D
24. Doesn't interrupt me when I'm talking Likes the gifts I buy for him/her	B C
25. Lets me sleep late sometimes Seems to really enjoy spending time with me	D B
26. Pats me on the back Buys me stuff and surprises me with it	E C
27. Tells me he/she believes in me Can ride in the car with me without lecturing me	A B
28. Picks up stuff that I need from various stores Sometimes holds or touches my face	C E
29. Gives me some space when I'm feeling upset or angry Tells me that I'm talented or special	D A
30. Hugs or kisses me at least once every day Shays he/she is thankful that I'm his/her child	E A

Your Score

A = _____ *Words of Affirmation*

B = _____ *Quality Time*

C = _____ *Receiving Gifts*

D = _____ *Acts of Service*

E = _____ *Physical Touch*

The letter or love language that receives the most points is your primary love language. If you score the same score for two love languages, than you are bilingual. If your score high on one love language and have a close second score, that second highest score is your secondary love language!

The 5 Love Languages®

What if you could say or do just the right thing guaranteed to make that special someone feel loved? The secret is learning the right love language!

1: Words of Affirmation

Actions don't always speak louder than words. If this is your love language, unsolicited compliments mean the world to you. Hearing the words, "I love you," are important—hearing the reasons behind that love sends your spirits skyward. Insults can leave you shattered and are not easily forgotten.

2: Quality Time

For those whose love language is spoken with Quality Time, nothing says, "I love you," like full, undivided attention. Being there for this type of person is critical, but really being there—with the TV off, fork and knife down, and all chores and tasks on standby—makes the other person feel truly special and loved. Distractions, postponed dates, or the failure to listen can be especially hurtful.

3: Receiving Gifts

Don't mistake this love language for materialism; the receiver of gifts thrives on the love, thoughtfulness, and effort behind the gift. If you speak this language, the perfect gift or gesture shows that you are known, you are cared for, and you are prized above whatever was sacrificed to bring the gift to you. A missed birthday, anniversary, or a hasty, thoughtless gift would be disastrous—so would the absence of everyday gestures.

4: Acts of Service

Can vacuuming the floors really be an expression of love? Absolutely! Anything you do to ease the burden of responsibilities weighing on an "Acts of Service" person will speak volumes. The words he or she most want to hear: "Let me do that for you." Laziness, broken commitments, and making more work for them tell speakers of this language their feelings don't matter.

5: Physical Touch

A person whose primary language is Physical Touch is, not surprisingly, very touchy. Hugs, pats on the back, holding hands, and thoughtful touches on the arm, shoulder, or face—they can all be ways to show excitement, concern, care, and love. Physical presence and accessibility are crucial, while neglect or abuse can be unforgivable and destructive.

Write a paragraph about what you think about the 5 Love Languages.

Do you think knowing how someone else feels loved could help improve relationships?

Why/why not?

Also, write the names of your family members on the paper and take a guess at each of their TOP 2 love languages. If they want to take the quiz, you can ask them the questions or have them go to www.5lovelanguages.com Talk to your family about the 5 Love Languages and see if they agree with your Top 2 guesses!

5 Truths About Teens and Dating

By [Amy Morin, LCSW](#) | Updated on July 26, 2019

While the premise of teen dating is the same as it's always been, the way teens date has changed a bit from just a few decades ago. Technology has changed teen dating and many parents aren't sure how to establish rules that keep kids safe. Here are five things every parent should know about the teenage dating scene:

1. It Is Normal for Teens to Want to Date

While some teens tend to be interested in dating earlier than others, romantic interests are normal during adolescence. Girls are more vocal about the dating interest and tend to be interested in a greater degree at a younger age, but boys are paying attention also.

There is no way around it; your teenager is likely going to be interested in dating. When he or she does, you'll have to step up to the plate with some parenting skills and hold some potentially awkward conversations.

2. Teens Lack Relationship Skills

Your teen may have some unrealistic ideas about dating based on what she's seen in the movies or read in books.

Real-life dating doesn't mimic a Hallmark movie. Instead, first dates may be awkward or they may not end up in romance.

Today's teens spend a lot of time texting and posting to potential love interests on social media. For some, that can make dating easier because they may get to know one another better online first. For those teens who tend to be shy, meeting in person can be much more difficult.

3. Teens Whose Parents Talk to Them Are Better Prepared

It's important to talk to your teen about a variety of topics, like your personal values. Be open with your teen about everything from treating someone else with respect to your values about [sexual activity](#).

Talk about the basics too, like how to behave when meeting a date's parents or how to show respect while you're on a date. Make sure your teen knows to show respect by not texting friends throughout the date and talk about what to do if a date behaves disrespectfully.

Related: [6 Things Every Teen Needs to Know About Sexting](#)

4. Your Teen Needs a Little Privacy

Your parenting values, your teen's maturity level, and the specific situation will help you decide how much chaperoning your teen needs. Having an eyes-on policy might be necessary and healthy in some circumstances.

But make sure you offer your teen at least a little bit of privacy. Don't listen in on every phone call and don't read every social media message. Of course, those rules don't necessarily apply if your teen is involved in an unhealthy relationship.

Related: [Top 7 Signs Your Teen's Romantic Relationship Isn't Healthy](#)

5. Your Teen Will Need Ongoing Guidance

While it's not healthy to get wrapped up in your teen's dating life, there will be times when you may have to intervene. If you overhear your teen saying mean comments or using manipulative tactics, speak up. Similarly, if your teen is on the receiving end of unhealthy behavior, it's important to help out.

There's a small window of time between when your teen begins dating and when she's going to be entering the adult world. So you'll need to provide guidance that can help her be successful in her future relationships. Whether she experiences some [serious heartbreak](#), or she's a heart breaker, adolescence is when teens learn about romance.

Establish Safety Rules for Your Teen

As a parent, your job is to keep your child safe and to help him learn the skills he needs to enter into healthy relationships.

As your teen matures, he should require fewer dating rules. But your rules should be based on his [behavior](#), not necessarily his age.

If he isn't honest about his activities or he doesn't keep his curfew, he's showing you that he lacks the maturity to have more freedom (as long as your rules are reasonable).

Tweens and younger teens will need more rules as they likely aren't able to handle the responsibilities of a romantic relationship. Here are some general safety rules you might want to establish for your child:

- **Get to know anyone your teen wants to date.** If your teen's date pulls up and honks the horn from the driveway instead of coming in to meet you, make it clear that your teen isn't going on a date. You can always start by [meeting their date](#) at your home a few times for dinner before allowing your teen to go out on a date alone.
- **Make dating without a chaperone a privilege.** For younger teens, inviting a romantic interest to the house may be the extent of dating that is necessary. Or you can drive your teen and their date to the movies or a public place. Older teens are likely to want to go out on dates on the town without a chauffeur. Make that [a privilege that can be earned](#) as long as your teen exhibits trustworthy behavior.
- **Create clear guidelines about online romance.** Many teens talk to individuals online and establish a false sense of intimacy. Consequently, they're more likely to meet people they've chatted with for a date because they don't view them as strangers. Create clear [rules about online dating](#) and stay up to date on any apps your teen might be tempted to use, like [Tinder](#).
- **Know your teen's itinerary.** Make sure you have a clear itinerary for your teen's date. Insist your teen contact you if the plan changes.
- **Establish a clear curfew.** Make it clear you need to know the details of who your teen will be with, where they will be going, and who will be there. [Establish a clear curfew](#) as well. It's important to know what your teen is up to when going out on dates.
- **Set age limits.** In some states, teens can date anyone they want once they [reach 16](#), but in other states, they don't have that choice until they turn 18. But, legal issues aside, set some rules about the dating age range. There's usually a big difference in maturity level between [a 14-year-old](#) and [an 18-year-old](#).
- **Know who is at home at the other person's house.** If your teen is going to a date's home, find out who will be home. Have a conversation with the date's parents to talk about their rules.

- **Discuss technology dangers.** Sometimes, teens are tempted to comply with a date's request to send nude photos. Unfortunately, these photos can become public very quickly and unsuspecting teens can have their reputations ruined quickly. [Establish clear cellphone rules](#) that will help your teen make good decisions.

Related: [Technology and Social Media Are Changing How Teen's Date](#)

DATING RELATIONSHIPS

If you haven't already started dating, you probably will one day soon. Dating relationships help us to prepare for future marriage relationships. While it is true some may think they will never marry, it is still good to consider the purpose and beliefs about dating relationships.

What are your thoughts/beliefs/opinions about dating?

What is the purpose of dating for you?

What rules/expectations do you and your parents have for dating?

Read the following article WITH at least one of your parents

[5 Truths About Teens and Dating](#) and discuss whether or not you agree with the article.

Ask your parent(s) the following ?s:

Did you and your parent(s) agree/disagree with the article you just read? Explain.

What was dating like when you were a teenager?

Did your parents have any rules about dating? Explain.

Did you have any rules/expectations about dating for yourself? Explain.

How do you see that dating has changed since you were a teenager?

After discussing dating relationships with your parent(s), has your view of dating changed at all? Explain why or why not.

Whether you plan to use them or not....

Create a list of "10 Dating Rules" for yourself.

These can be expectations, guidelines, wishes, do's, don'ts etc.

Start by brainstorming and THEN place prioritize them (1 is most important...)

Brainstorm:

TOP 10 DATING RULES/GUIDELINES/EXPECTATIONS

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

MARRIED... OR NOT?

What have the marriages in your family been like over the last few generations? Lots of long term marriages? Lots of divorces? Lots of people not married at all? Explain.

What are your beliefs about marriage?

Do you plan to get married or not? If so, how old would you like to be when you get married?

What do you think makes a good marriage?

Why do you think so many marriages (45-50%) end in divorce?

What experience do you have with divorce? Perhaps your parents have been divorced, or grandparents, or best friends' parents, etc. Explain how your experience with divorce has influenced your view of marriage, good or bad.

Describe a couple you know who has been married for a long time. How long have they been married? Would you say they have a "strong" marriage? If so, what makes it strong? If not, what do you think keeps them married?

Describe the “ideal” marriage. (Not perfect, because in reality, no one is perfect.)

Create a list of physical and character traits of your “ideal” mate / marriage partner. If you don’t think you will get married, think of this person as your ideal soulmate. List as many you can think of. THEN, prioritize the TOP 5 TRAITS you hope for this person to have.

Brainstorm traits (as many as you can think of...at least 10!)

TOP 5 TRAITS I WANT IN A FUTURE MATE

- 1
- 2
- 3
- 4
- 5

Now, what if you ONLY dated people that have those TOP 5 TRAITS? How would that impact your future marriage relationship?

What do you think are YOUR TOP 5 TRAITS that you have to offer someone else for a future marriage relationship? Think back on your Commercial of Me assignment...

MY TOP 5 TRAITS I OFFER IN A MARRIAGE RELATIONSHIP

- 1
- 2
- 3
- 4
- 5

Write a summary about your thoughts about marriage and how you can be preparing for that future relationship.

Article Summary Page

Write a short paragraph that explains the central idea of EACH article.
Use at least two details from the article to support your response.

Article #1: [Part-time work: Good for teens in school?](#)

Article #2: Report: [Where you attend college could cost more to borrow and refinance loans](#)

Article #3: [No checkout needed: Amazon opens cashierless grocery store](#)

PARENT INTERVIEW ?s & SUMMARY:

Talk to Your Parents Let your parents know that you are taking a Family Dynamics class that covers topics like personal finance and ask them the following questions:

1 What has been the most important thing you've learned in your adult life about managing money? What might have been different if you had learned that skill/information earlier in life?

2 Do you regularly write a budget? If so, do you budget weekly? Bimonthly? Monthly?

3 Do you "allow" yourself "play/fun money"? Why or why not?

4 What is the most important thing that money can do for you?

5 Do you view money as more of a burden or a help?

6 What has been your most expensive purchase? How did it make you feel once you made the purchase?

7 What is your most important "tip" or "hint" that you would like to share with me about managing money?

8 What is your biggest financial goal? What financial goals would you most like to see me achieve?

Money Matters: Know the Lingo

Read the article and then answer the questions on the worksheet/on your own paper to the best of your ability. Talk to your parents about the scenarios to see how they would respond.

Shape Up Your Spending

Read the article, answer the ?s and write a summary as instructed above.

1. What type of spender are you? Give examples why you think that.
2. How do you feel about money?
3. What are your spending goals?
4. What are 3 possible expenses you expect to have in the next 3 months?
5. Identify any type of income you have and describe whether or not it is regular.
6. Talk to your parents about family expenses. What are some expenses that have to be saved for over a period of time? How does your family prepare for those expenses?
7. Get your family's input. After reading "Making Changes", what are some things your family has done to meet needs/wants when the money hasn't been there? What are some ways that your family could save money on things you regularly spend money on?

Part-time work: Good for teens in school?

By How Stuff Works, adapted by Newsela staff on 01.09.19

Word Count **976**

Level **1220L**



Samantha Chiodin (center) works as part of the Fun Squad at Canobie Lake Park in Salem, New Hampshire, August 8, 2018. Faced with a shortage of workers last summer, the park opened up more jobs to a group of workers it had previously limited: 15-year-olds. Photo by: Jonathan Wiggs/The Boston Globe via Getty Images

A teenager's first job, from bagging groceries to making smoothies, can provide him or her with a sense of independence. It also brings extra cash to spend on important teenage things such as fast food and cool sneakers. However, finding — and keeping — a job can also teach teens tons of skills and help them develop positive work habits early in life.

Having a part-time job during high school might sound like a no-brainer, but parents of teens need to weigh the benefits against the potential pitfalls to determine whether working is a good choice. Drawbacks can include time away from schoolwork and extracurricular activities. Parents should also set boundaries so the teen's focus stays on his or her studies.

Money And Life Lessons

Working as a teenager has the obvious benefit of earning money to spend and save. However, more than a simple stream of cash, working allows teens to appreciate the value of money and what it means to earn a dollar.

Working teens learn an important money lesson about how much people earn per hour, says Nashica McRath. She is a financial adviser with Edward Jones, an investment company. Learning that, paying taxes and other experiences are lessons in maturity and "how to navigate the world of becoming an adult," she says.

Whether high school students continue on to higher education or move straight into the working world, holding a job during high school can prepare them. It gives them real-life financial awareness and the ability to budget and manage money.

Work experience allows teens to learn time management and "practical job skills that can only help them in their daily lives when they go to college and after college," says Brenda M. Brown. She is the director of business development for College Aid Services.

Ciara Smalls Glover, an associate professor at Georgia State University, agrees. She says in addition to practical matters, teens with jobs might discover new interests and talents, possibly leading to a future career path. Glover researches family-youth processes and culturally distinctive experiences that contribute to positive development.

"Typically, we expect adolescents to make decisions about their future careers when they get to college and select a major," she says. "That can be a daunting task for some. Work or volunteer experiences can provide opportunities for students to better understand themselves."

Balancing Work, Study And Other Activities

Increased cash flow and financial maturity aside, having a part-time job during high school also means time away from studies and extracurricular activities. If a teen doesn't know how to set priorities, something is going to suffer, McRath says.

Holding all of that together could become overwhelming for many high schoolers. Yet sports, socializing and other extracurricular activities offer critical life lessons and experiences for young students, so each requires attention, even simply spending time with friends.

Having too many work hours "can compromise an adolescent's energy and investment in schoolwork," Glover says. That has importance for more than grades and graduation, she says. "Adolescence is a key period of identity development, so time to explore self through social relationships contributes to this development."

To some extent, working hours are determined by law. Minors 14 and 15 years old can work a maximum of 18 hours during a school week and three hours per school day, according to the U.S. Department of Labor Fair Labor Standards Act (FLSA), which does not limit hours for teens 16 and older.

However, child labor laws vary by state. In Georgia, for instance, teens aged 16 and 17 have no work-hour restrictions, but California labor laws restrict hours for those teens. On weekends or during holidays and school breaks, those legal restrictions are often ignored, leaving teens with little time for rest.

Pay For Teen Jobs

There are also minimum wage exceptions for paying employees under 20 years of age. The FLSA allows for a \$4.25-per-hour rate for the first 90 days of employment, and full-time students and

some others can be paid "less than the minimum wage under special certificates from the Secretary of Labor," the U.S. Department of Labor website says.

"Employers often skirt the child labor and wage laws, particularly with seasonal or temporary jobs," says attorney Marni Lennon. She is assistant dean and director of HOPE Public Interest Resource Center at University of Miami School of Law in Florida. Lennon says long shifts without breaks and consecutive evenings of work while a child is in school are likely breaking state labor laws.

For students planning to attend college, keeping an eye on earnings and savings should be a consideration for future financial aid awards. Brown says student earnings must be stated on the Free Application for Federal Student Aid (FAFSA). It might impact students' eligibility for need-based assistance, she says.

"However, it does not mean that not working is the answer to receiving financial aid," Brown says. "Many factors come into play when determining eligibility for financial aid, and work experience has a value on its own that goes beyond just dollars."

Support From The Boss

A supportive boss is another critical part of making a part-time job successful for a teenager. If that boss acknowledges the employee is a student and is willing to put the employee's schooling first, that can really help, McRath explains. However, it's also up to the teenagers to communicate with their employers and take responsibility. If they need time off to study, they need to get work shifts covered, for instance.

Workplace etiquette can be unknown territory for teens. Parents should help their teens by ensuring they do things such as follow up when applying for a job, submit their school schedule in plenty of time and keep up with uniform requirements. Also, making teens save a portion of each paycheck is a skill that can help them for a lifetime.

Quiz

- 1 A central idea is that having a part-time job has many benefits for a teen. How did the central idea change throughout the article?
- (A) After highlighting the importance of a part-time job, the author lists several ways to balance school and work.
 - (B) After providing examples of teen jobs, the author shows the benefits and drawbacks of each type of job.
 - (C) After showing how a part-time job affects teens' schoolwork, the author focuses on how it affects their social lives.
 - (D) After detailing how a part-time job helps a teen, the author identifies potential problems with working.

- 2 Which option provides an accurate and objective summary of the article?
- (A) Although a part-time job provides spending money and life skills for teens, it can interfere with school and social development unless a balance is struck.
 - (B) Despite working part-time, some teens have the energy to keep up their grades at school, spend time with friends and learn about money management.
 - (C) Because having a part-time job comes at the cost of academic success, parents should step in and limit the number of hours a teen can work.
 - (D) Because a part-time job involves a minimal amount of time, many teens learn to manage school and work responsibilities if they have support from parents.

- 3 The author provides this evidence to support the claim that student earnings can affect future financial aid.

Brown says student earnings must be stated on the Free Application for Federal Student Aid (FAFSA). It might impact students' eligibility for need-based assistance, she says.

How likely is it that this evidence is factual? How do you know?

- (A) It is very likely that this evidence is factual. Brown works at the U.S. Department of Labor and is responsible for determining who receives financial assistance.
 - (B) It is unlikely that this evidence is factual. Brown works as a financial adviser who does not have the background necessary to know about student eligibility.
 - (C) It is very likely that this evidence is factual. Brown works in the student financial assistance field, and would know the requirements for federal financial aid.
 - (D) It is unlikely that this evidence is factual. Brown is a researcher who is offering an opinion on how student earnings affect financial aid.
- 4 In the section "Money And Life Lessons," how does the author's description of work experience support the author's claim?
- (A) It details the practical benefits of part-time jobs and suggests future advantages.
 - (B) It provides specific steps for teens to follow and highlights career opportunities.
 - (C) It highlights the maturity teens gain from part-time jobs and provides anecdotes.
 - (D) It shows financial challenges teens face and how having a job resolves those issues.

Report: Where you attend college could cost more to borrow and refinance loans

By Washington Post, adapted by Newsela staff on 02.25.20

Word Count **1,073**

Level **1210L**



A recent report shows that underwriting private student loans may worsen economic and racial inequality. Image: Josh Appel/Unsplash

Two college students have the same credit profiles. A credit profile is used to determine if someone can take out a loan or get a credit card. It shows a person's credit history. This includes any open credit cards. It also shows anything the person might be paying off, like a car or student loan. Both students have taken the same \$10,000 loan from the same bank.

The only difference between the two students is one attends a community college, while the other is enrolled at a four-year college. The community college student is charged more for a school loan.

This scenario is at the heart of a report released on February 5 by the Student Borrower Protection Center. The study examines how the use of education data in providing student loans may compound economic and racial inequality. The Student Borrower Protection Center is an advocacy group founded by former Consumer Financial Protection Bureau (CFPB) official Seth Frotman.

Educational Redlining

The group's study suggests that Wells Fargo and Upstart, two companies that provide student loans, could be engaging in educational redlining. Redlining is refusing to offer credit or insurance in a particular community because of the race or ethnicity of its residents. Redlining is illegal. These companies are being accused of charging historically mistreated groups more for taking out student loans.

Both financial-service companies dispute the findings of the report and question the methodology.

Researchers at the Student Borrower Protection Center say they stand by their findings, which are based on publicly available data. The group encourages regulators and lawmakers to study the use of education data in consumer lending.

Findings Call For Immediate Attention By Lawmakers

"Similar to banks' history of redlining in the housing sector, the use of education criteria in credit underwriting could result in borrowers of color receiving more expensive loans simply because of lenders' assumptions and prejudices regarding those who sit next to them in the classroom," said Katherine Welbeck. She's a civil rights lawyer at the Student Borrower Protection Center. "What we found raises serious alarms and warrants immediate attention by lawmakers."

Researchers at the Student Borrower Protection Center submitted online inquiries for two private student loans offered by Wells Fargo. One loan was for undergraduates attending four-year schools. The other was for students pursuing two-year degrees at community colleges or career training.

Because the bank reports a range of interest rates for each of its student loans, researchers based their analysis on the average of the quoted rates to determine monthly and total payments over the life of the loans.

Interest is the additional money a borrower is charged when repaying a loan. Interest adds up over time. The more time it takes to pay back a loan, the more interest a borrower is charged.

A community college borrower would pay \$1,134.31 more on a \$10,000 loan than a student with the same credit profile pursuing a bachelor's degree at a four-year school. Even though Wells Fargo offers shorter repayment terms for its community college loan, borrowers could still wind up paying more than their peers at four-year schools, according to the report. The study says it's because of higher interest rates.

Wells Fargo said where borrowers attend school has very little bearing on the terms of its loans.

"Wells Fargo has a long-standing commitment to providing access to financing for students attending community colleges," Wells Fargo spokeswoman Vickee Adams said. "We follow responsible lending practices that take into account expected performance outcomes and are confident that our loan programs conform with fair lending expectations."

Discrimination Of HSI And HBCU Students

The report also looks at Upstart, an online lending platform that refinances student loans. Researchers searched for interest rates for applicants with identical credit profiles across a range of higher-education schools. The schools included Hispanic-serving institutions, known as HSIs, and historically black colleges and universities, known as HBCUs.

One case looked at a hypothetical 24-year-old professional seeking to repay a \$30,000 loan after graduating from Howard University. The school is an HBCU in Washington, D.C. The Howard graduate would pay nearly \$3,500 more over five years compared to a similar student at New York University (NYU), according to the report. The Howard graduate would also be hit with \$729 in loan origination fees the NYU graduate would avoid. Loan origination fees are charges for a new loan.

Graduates of New Mexico State University, an HSI, in the same scenario were charged nearly \$1,724 more than otherwise identical NYU graduates. That includes \$631 more in origination fees.

Upstart chief executive and co-founder Dave Girouard called the findings "misguided." He said the analysis "flies in the face" of the company's own research. Girouard defended the findings of Upstart's research. He said it shows the company uses a range of consumer information, including education, which leads to higher approval rates and lower interest rates.

The company pointed to the results of its quarterly reports to the Consumer Financial Protection Bureau. According to the CFPB, the information it received from the company shows Upstart approves 27 percent more applicants and yields 16 percent lower borrowing costs than traditional underwriting models.

In 2017, the CFPB raised questions about the fairness of Upstart's underwriting model. Loan underwriting is the process during which a company determines the eligibility of someone for a loan. It also establishes borrowing rates.

In 2017, though, the CFPB did raise questions about the fairness of Upstart's underwriting model, or the way it provides loans.

"We've tested for bias over millions of applicants, not two or three, which can be very anecdotal," Girouard said, referring to the Student Borrower Protection Center report. "A system like ours uses 1,500 data points to assess creditworthiness. Education represents a few of them. [The report] was contrived and not statistically valid."

Study Is "Horribly Biased," Say Lenders

Girouard said the use of FICO scores, one type of credit score, and income — traditional factors in underwriting — is "horribly biased." He said expanding the factors used to assess creditworthiness can reduce the problem.

Frotman argues his center's report tells a different story.

"Upstart's own data shows that consumers who attend HBCUs and HSIs can pay substantially more because of where they went to school," Frotman said. "It seems that Upstart's argument is with itself. I'm sure it is of little solace to those who pay thousands of dollars more that only a few of Upstart's inputs are discriminatory."

Quiz

1 Read the following selection from the section "Findings Call For Immediate Attention By Lawmakers."

Even though Wells Fargo offers shorter repayment terms for its community college loan, borrowers could still wind up paying more than their peers at four-year schools, according to the report. The study says it's because of higher interest rates.

Which of the following can be inferred from this selection?

- (A) People should not take out student loans from Wells Fargo.
- (B) Shorter repayment terms are usually more beneficial than lower interest rates.
- (C) Wells Fargo should no longer offer student loans to community college students.
- (D) Interest rates generally have a greater effect on the total cost of a loan than the length of repayment terms.

2 Read the following statement.

Not all lending companies take the same approach to making determinations about loan offers.

Which selection from the article BEST supports the statement above?

- (A) The report also looks at Upstart, an online lending platform that refinances student loans. Researchers searched for interest rates for applicants with identical credit profiles across a range of higher-education schools.
- (B) The Howard graduate would also be hit with \$729 in loan origination fees the NYU graduate would avoid. Loan origination fees are charges for a new loan.
- (C) According to the CFPB, the information it received from the company shows Upstart approves 27 percent more applicants and yields 16 percent lower borrowing costs than traditional underwriting models.
- (D) Loan underwriting is the process during which a company determines the eligibility of someone for a loan. It also establishes borrowing rates.

3 The author appeals to the reader's sense of logic by...

- (A) outlining the many factors researchers examined in two particular studies and describing the event that prompted investigations into certain companies.
- (B) outlining the methodologies and findings of studies conducted by two different groups and including the perspectives of the researchers and companies that were involved.
- (C) outlining the various conflicting statistics between two similar studies and explaining the potential reasons behind the differing findings.
- (D) outlining the differences and similarities between studies by two sets of researchers and providing evidence to support the outcomes of each.

"Similar to banks' history of redlining in the housing sector, the use of education criteria in credit underwriting could result in borrowers of color receiving more expensive loans simply because of lenders' assumptions and prejudices regarding those who sit next to them in the classroom," said Katherine Welbeck.

Which of the following explains HOW Welbeck uses rhetoric in this statement to construct her overall argument?

- (A) Welbeck provides historical context for a current issue to show how redlining in the housing sector caused problematic loan practices.
- (B) Welbeck connects her concerns to an historic example to support her argument that certain loan practices are discriminatory.
- (C) Welbeck uses her past experience in the credit industry to persuade readers that she is an authority on redlining and loan underwriting.
- (D) Welbeck uses exaggeration about a former problem to convince readers that the current approach to loan underwriting is unfair and alarming.

No checkout needed: Amazon opens cashier-less grocery store

By Joseph Pisani, Associated Press on 03.09.20

Word Count 846

Level MAX



Image 1. An Amazon employee pushes a cart on February 21, 2020, inside an Amazon Go Grocery store set to open soon in the Capitol Hill neighborhood of Seattle, Washington. Following the opening of several smaller convenience-type stores using an app and cashier-less technology to tally shoppers' selections, the store will be the first Amazon Go full-sized cashier-less grocery store. Photo: Ted S. Warren/AP Photo

NEW YORK, New York — Amazon wants to kill the supermarket checkout line.

The online retailing giant opened its first cashier-less supermarket, where shoppers can grab milk or eggs and walk out without waiting in line or ever opening their wallets. It's the latest sign that Amazon is serious about shaking up the \$800 billion grocery industry.

At the new store, which opened February 25 in Amazon's hometown of Seattle, Washington, shoppers scan a smartphone app to enter the store. Cameras and sensors track what's taken off shelves. Items are charged to an Amazon account after leaving.

"I love the convenience of literally grabbing and going," said Art Kuniyuki, a payroll and benefits manager from Seattle, who spent \$15 on Barilla pasta, Dove chocolate and other groceries shortly after the store opened.

Called Amazon Go Grocery, the new store is an expansion of its 2-year-old chain of 25 Amazon Go convenience stores. It's 10,400 square feet — more than five times the size of the convenience stores — and stocks much more beyond the sodas and sandwiches found at Amazon Go.

Cameron Janes, who helps oversee Amazon's physical stores, said the technology had to be tweaked to account for how people squeeze tomatoes to test for ripeness or rummage through avocados to find just the right one. Nothing at the store is weighed. One blood orange goes for 53 cents; a banana is 19 cents.

Amazon is not new to groceries. It made a splash in 2017 when it bought Whole Foods and its 500 stores. It's also been expanding its online grocery delivery service. But it's still far behind rival Walmart, the nation's largest grocer, which has more than 4,700 stores. Walmart's online grocery service has also been popular with customers, who buy online and then drive to a store to pick up their order.



Amazon also plans to open another type of grocery store in Los Angeles, California, sometime this year, but the company said it won't use the cashier-less technology at that location and has kept other details under wraps. The company declined to say if it plans to open more Amazon Go Grocery stores, and said there are no plans to bring the technology to Whole Foods stores.

Much of the fruits and vegetables come from the same suppliers at Whole Foods, Janes said. And it has products from the Whole Foods store brand 365, such as organic oatmeal and bagged baby carrots. But it also sells Oreos, Cheez-Its and other stuff banned from the natural grocer.

Families can shop together with just one phone scanning everyone in. Anything they grab and leave the store with will be added to the tab of the person who signed them in. But shoppers shouldn't help out a stranger reaching for the top shelf: Amazon warns that grabbing an item for someone else means you'll be charged for it if they walk out with it.

Hoping to catch up to Amazon, other retailers and start-ups are racing to bring similar cashier-less technology to stores. Earlier this month, 7-Eleven said it is testing a cashier-less store for employees inside its offices in Irving, Texas.

But cashier-less stores have come under scrutiny from lawmakers and advocates who say they discriminate against low-income people who may not have a credit card or bank account. Amazon has since let customers pay with cash at its convenience stores, and the company said shoppers can do the same at the grocery store by alerting a worker to let them in through the turnstile.

The stores also eliminate the job of cashiers. Janes declined to say exactly how many people the store employs, only saying it is "several dozen." Workers greet customers and walk around aisles restocking shelves. One employee stands by the alcohol section to check IDs of shoppers who want wine or beer.

While cashier-less stores remove the annoyance of waiting in line to pay, it also kills some joys of the supermarket. There's no one to bag groceries. Instead, Amazon gives out reusable bags so

shoppers can fill them as they shop. And there's no deli counter, butcher or fishmonger. Instead, sliced ham, steaks and salmon fillets are already packaged and found in refrigerated shelves.

"Just walk out technology is kind of cool, in theory," said David Bishop, a partner at retail consultancy Brick Meets Click, but he said shoppers decide where to shop based on other factors besides how quickly they can get in and out of the store.

Bishop said those who want thinly sliced ham may skip Amazon Go Grocery and walk two blocks away to the Kroger-owned QFC supermarket, which is about five times the size.

Still, Bishop said, it's hard for the grocery industry to ignore Amazon, which has the cash and technology to experiment with groceries. "They're not giving up," he said of Amazon.

Quiz

1 Read the following selection from the article.

Amazon is not new to groceries. It made a splash in 2017 when it bought Whole Foods and its 500 stores. It's also been expanding its online grocery delivery service.

Which of the following can be inferred from this selection?

- (A) Amazon is rebranding to focus less on online retail and more on physical stores.
- (B) Amazon is trying to compete with various types of food vendors and grocery services.
- (C) Most people who shop at Whole Foods use Amazon's grocery delivery service.
- (D) Most of Amazon's grocery stores are in major urban areas such as Seattle and New York City.

2 Read the following statement.

Amazon's no-checkout technology is not perfect and could lead to confusion for shoppers.

Which sentence from the article BEST supports the statement above?

- (A) The online retailing giant opened its first cashier-less supermarket, where shoppers can grab milk or eggs and walk out without waiting in line or ever opening their wallets.
- (B) It's 10,400 square feet — more than five times the size of the convenience stores — and stocks much more beyond the sodas and sandwiches found at Amazon Go.
- (C) But shoppers shouldn't help out a stranger reaching for the top shelf: Amazon warns that grabbing an item for someone else means you'll be charged for it if they walk out with it.
- (D) Bishop said those who want thinly sliced ham may skip Amazon Go Grocery and walk two blocks away to the Kroger-owned QFC supermarket, which is about five times the size.

3 Why did the author conclude the article by describing Amazon's willingness to spend money trying out new technologies?

- (A) to show how Amazon plans to roll out new grocery store technology
- (B) to show why many shoppers are unhappy with Amazon Go Grocery
- (C) to illustrate how important innovation is in the grocery business
- (D) to illustrate the pressure Amazon can put on traditional grocery brands

4 Which of the following statements BEST represents Amazon's approach to the grocery business in the article?

- (A) It has developed new grocery shopping technology that allows shoppers to take what they want and walk out of the store.
- (B) It has purchased and expanded some existing grocery brands and piloted innovating grocery shopping technology in its own stores.
- (C) It has bought the two largest grocery store brands in the country in an attempt to force smaller regional brands out of business.
- (D) It has focused on home delivery of groceries instead of in-store shopping in hopes that customers will prefer the convenience.



Money Matters: Know the Lingo

LESSON 1: STUDENT ACTIVITY SHEET 1

Do you ever feel like money terms go right over your head? The reality is that you probably already know and use a lot of financial vocabulary. Read through the terms below and think about how they connect to your life.

Terms to Know

How Does This Relate to Me?

Cost Comparison

Comparing the cost of two or more goods or services in an effort to find the best value.

When have you used cost comparison?

Provide an example: _____

Cost-Benefit Analysis

Analyzing whether the cost of an item is more than, equal to, or less than the benefit that comes from purchasing that item.

- **Cost** - The price paid for a good or service.
- **Benefit** - An outcome that promotes well-being.

When have you used cost-benefit analysis?

Provide an example: _____

Identify something you want to do or purchase: _____

What is the cost? _____

What is the benefit? _____

Calculating Future Expenses

Identifying the cost of meeting future needs and goals.

- **Short-term, medium-term and long-term goals** - Goals to achieve over specific periods of time.

Identify 3 personal goals. Think about what is needed to accomplish each goal.

Short-term goal: _____

Medium-term goal: _____

Long-term goal: _____

Budget

A plan for future spending and saving, weighing estimated income against estimated expenses.

- **Income** - Payment received for goods or services, including employment.
- **Expense** - Cost paid to secure a good or service.

Choose one of your goals from above and estimate its expense. How much income do you estimate will be needed to support your goal?

Goal: _____

Estimated (monetary) expense: _____

Estimated income needed: _____



Money Matters: What Would You Do?

LESSON 1: STUDENT ACTIVITY SHEET 2

If you were faced with a major financial decision...would you know what to do? With your team, read your assigned scenario (below) and discuss the financial information and strategies you would use in that case. Use the websites listed and the handout **Money Matters: Know the Lingo** to help you form a plan to present to the rest of the class.



Scenario 1: Saving for a car

You want to buy a car in the next year so you can drive to your job and school without relying on family members.

What financial information do you need?

What financial decision-making strategies can you use?

(Cost comparison, cost-benefit analysis, calculating future expenses or budgeting?)



Scenario 2: Saving for college

You are a freshman in high school and have your eye on a college degree. But college is expensive, especially since the costs include tuition, food, living expenses, travel and books.

What financial information do you need?

What financial decision-making strategies can you use?

(Cost comparison, cost-benefit analysis, calculating future expenses or budgeting?)



Scenario 3: Buying a cell phone plan

It's time to buy a new cell phone plan, and you will be paying for this one yourself. The providers offer a lot of options, and your budget is limited.

What financial information do you need?

What financial decision-making strategies can you use?

(Cost comparison, cost-benefit analysis, calculating future expenses or budgeting?)

The websites below will help with your research

Car-Buying Resources

- Edmunds.com
- kbb.com

College-Cost Resources

- collegeboard.org
- finaid.org

Cell Phone Plan Resources

- myrateplan.com
- phonedog.com

Financial Fitness Series:

Shape Up Your Spending

Judith R. Urich, Ph.D.,
CFP™
Family Resource
Management Specialist

Does your budget have bumps and bulges? Does your spending plan need to go on a diet? It takes work, but you **can** get your spending in shape. To do so, you need to know:

- How you feel about money.
- What your spending goals are.
- How to plan ahead for some expenses.
- How to match your expenses with your income.
- How to change your spending habits, if you want to.

How Do You Feel About Money?

If you received a gift of \$500, what would you do with it? Pay off bills? Put it in the bank? Buy clothes? Make a down payment on a car? Buy a VCR?

How you spend your money depends on how you feel about money. To some people, money is power. To others it means status and prestige. To others it means security. Some people use money to get the things they want in life. Others just want to have enough to pay for day-to-day needs.

Shape Up Tip #1

Try to understand how you and your family feel about money. This will help you shape up your spending to meet your needs. What type of money spender are you? Do you fit into more than one category? Which categories do other family members fit into?

Money Spender Type 1

- Spend only for what I need.
- Save for emergencies.
- Like to have \$\$ in my pocket.
- Shop around for the best deal.

Money Spender Type 2

- Nothing but the best for me.
- Expensive clothes are important.
- You've got to spend \$\$ to get ahead in life.
- Cheap stuff isn't worth much.

Money Spender Type 3

- Nobody ever has enough \$\$.
- Credit is necessary.
- Buy the things you want, NOW.
- I deserve the nice things in life.

Money Spender Type 4

- Don't worry – the \$\$ will come from somewhere.
- Worrying about \$\$ never helps.
- Keeping track of spending can drive people crazy.

Money Spender Type 5

- Money can't buy happiness.
- You can have fun without spending \$\$.
- Other things are more important than \$\$.

What Are Your Spending Goals?

There are some expenses we all have to pay – for food, clothes, shelter and keeping warm in winter. But what do you wish you could spend your money on? These wishes are your spending goals. It helps to write these goals down and discuss them with your

*Arkansas Is
Our Campus*

Visit our web site at:
<http://www.uaex.edu>

family, especially if there are different “Money Spender Types” in your family. Some of their wishes may be different from yours, and you’ll need to decide which goals to work on first, second and so on.

Shape Up Tip #2

Set up spending goals. These can act as a guide to help you spend your money for things that are most important to you.

You can use Worksheet 1 to list your spending goals. In the first column, write down the things you’d like to have soon (in the next six months). In the second column, list the things you’d like to have or to do in three or four years.

Plan Ahead for Some Expenses

What do you spend your money on? Rent? Food? Clothes? Utility bills? Do you ever wonder where all the money goes? Some money is “phantom” money – spent for snacks, parking, magazines – it just seems to disappear from your wallet.

Shape Up Tip #3

Watch for “phantom” money spending. Keep track of **all** the money you spend for one or two weeks. Then ask yourself, “**Do I really want to spend my money on these things?**” For example, 50 cents a day for a soda adds up to over \$125 a year. You may decide to save that 50 cents for a vacation or a new coat instead.

Worksheet 1 Spending Goals

Goals (Soon)	\$\$ Needed	Goals (Later)	\$\$ Needed

Besides rent, food, clothes and utility bills, you have many other expenses. What are they? When do they occur? If you can plan ahead and set aside some money, these expenses won’t become “budget busters.”

Shape Up Tip #4

Use the Spending Calendar Worksheet 2 to help you plan ahead. When are birthdays in your family? How much do you want to plan to spend on holiday gifts? When is the insurance payment due? When is car registration due? The list of possible expenses below may help remind you of expenses you might have.

Possible Expenses

<p>Savings and Investments Life insurance Retirement Other savings</p> <p>Housing Rent/mortgage Taxes Maintenance/repairs Services/utilities Fuel, gas, electricity Water/sewer Garbage collection Telephone Furniture Cleaning supplies Stamps</p> <p>Food Groceries Snacks Restaurants School lunches</p>	<p>Transportation Car payment Gas, oil, tires Insurance Maintenance Repairs Registration License Bus/subway Air/rail Tolls Parking</p> <p>Health Insurance Medicines Doctor/dentist Eyeglasses Lab tests Hospital charges Barber/beauty shop Cosmetics Personal care</p>	<p>Apparel Clothing Shoes Laundry Dry cleaning</p> <p>Professional Union dues Membership fees</p> <p>Education Books Supplies Tuition/fees</p> <p>Gifts Church Charity Birthdays, weddings Holidays</p> <p>Taxes Income tax Personal property tax</p>	<p>Other Pets Alcohol Cigarettes Alimony/child support Child/dependent care Debt repayment Rental agreements Finance charges (interest) Lottery tickets Other insurance Legal services Loans to others</p> <p>Spending Money</p> <p>Recreation Cable TV Admissions and tickets Games and hobbies Lessons (music, dance) Newspapers Magazines Sporting goods Sports</p>
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Worksheet 2 Spending Calendar

Write in the expenses your family will have once or twice a year. This should help you remember when large payments are due. You may be able to spread these out over the year if you plan ahead.

Item	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Holidays													
Birthdays													
School supplies													
School/work clothes													
Car registration													
Car insurance													
Other insurance													
Club dues													
Subscriptions													
Repair fund													
Replacement fund													
Taxes													
Goal #1													
Goal #2													
Goal #3													
Other:													
TOTAL													

Matching Expenses and Income

Now you're ready to try to match expenses with income. Just follow the steps and use Worksheet 3 to set up your own spending plan.

Step 1. On the top line, write down the income you expect from each check (this could be money from your job, child support, public assistance). You may receive income weekly, every other week, monthly or quarterly. Use one column for each pay period.

Step 2. In the top half of the worksheet, list your fixed expenses. Some of them are listed for you – you

can add others. Check your Worksheet 2 Spending Calendar to add other fixed expenses you have. You may need to spread some expenses over two or more checks.

Example: If you get paid weekly and your monthly rent is \$400, you need to set aside \$100 a week.

Example: If you get paid weekly and your car insurance is \$182 every six months, you need to set aside \$7 a week.

Step 3. As you list an expense, subtract it from the amount left from your pay.

Worksheet 3 Family Spending Plan

Income	\$	\$	\$	\$	\$
Fixed Expenses					
Rent/Mortgage	-	_____	_____	_____	_____
	Left				
Installment Payments	-	_____	_____	_____	_____
	Left				
Utilities on Budget Plan	-	_____	_____	_____	_____
	Left				
	-	_____	_____	_____	_____
	Left				
	-	_____	_____	_____	_____
	Left				
Flexible Expenses					
Food	-	_____	_____	_____	_____
	Left				
Transportation (gas, oil, fares)	-	_____	_____	_____	_____
	Left				
Utilities (phone, water, electric, gas)	-	_____	_____	_____	_____
	Left				
Fun Money (entertainment)	-	_____	_____	_____	_____
	Left				
Personal Spending Money	-	_____	_____	_____	_____
	Left				
	-	_____	_____	_____	_____
	Left				
	-	_____	_____	_____	_____
	Left				

Step 4. List your flexible expenses in the bottom half of the worksheet. Some of these are listed for you – you can add others. Again, check your Spending Calendar to add other flexible expenses you have. You may need to spread some expenses over several pay periods.

Example: If you get paid monthly and your weekly grocery bills are about \$70, you need to set aside about \$280 for food.

Step 5. As you list an expense, subtract it from the amount you have left from your pay.

Making Changes

You may find that you can't always pay your bills. It's not always possible to save money from one check to the next. When this happens, you'll need to look for ways to spend less.

1. **Find the best buy.** Look in several places – a catalog, newspapers, two or three stores, perhaps including a secondhand store, and garage sales. Spend time looking before you spend your money.
2. **Use wisely.** Make the things you buy last longer by taking proper care of them. See if you can find ways to make the clothes you buy wear longer and the food you buy keep from spoiling.
3. **Substitute.** When you go to buy something, ask yourself if a lower-priced item will do the job just as well. Use store brands and generics instead of name brands. Or rent a videotape instead of taking the family to the movies.
4. **Share it.** Stretch resources by sharing with neighbors and friends. Chip in to buy larger amounts at lower unit prices (for example, a bushel of apples shared with four families); join car pools.
5. **Find it free.** There are some items that are available for free. Use public parks and playgrounds instead of expensive health clubs for exercise. Borrow books, records and videotapes from the library rather than buying them.
6. **Rent or borrow it.** When you need something for a short time, it could be cheaper to rent it than to buy it. Rented or borrowed items must be returned in good condition.
7. **Trade or swap.** Do you have things in your home that you no longer use? Can you trade them for things you need? Do you have talents or skills you could trade with your neighbors – can you trade time babysitting for help with home repairs.
8. **Make it.** Sometimes it's cheaper to make something than to buy it, but it means you must use your time and skills. Make sure the cost of materials is cheaper than buying the finished product.
9. **Watch “phantom” money.** Keep track of the money in your wallet. Cut back or cut out spending on snacks, phone calls, movies, magazines, eating out, record/book/videotape clubs.
10. **Don't buy it.** Ask yourself if you really need this item or if there's something you want even more. Learn to say no to yourself, to your children, to salespeople and to things you feel pressured into buying. Doing without one item can help you get something else you want more.

Financial Fitness Series

Shape Up Your Spending, FSHEC42

Build Your Savings, FSHEC43

Trim Your Credit Line, FSHEC44

This material was originally prepared for Cornell Cooperative Extension by Jeanne M. Hogarth, Associate Professor, Consumer Economics and Housing, New York State College of Human Ecology, Cornell University, Ithaca, NY.

Dr. Betty Jeanne Sundling, retired Extension family economics specialist, is author of this publication. It is recommended to Arkansans by Dr. Judith R. Urich.

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DR. JUDITH R. URICH, CFP™, is family resource management specialist, University of Arkansas Cooperative Extension Service, Little Rock.

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