

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Please know that COUNTRY Financial® uses student responses to demonstrate the impact of this program and make improvements for future curriculum. Student contact information will be used only to issue a certificate and prize and will not be utilized for any other reason.

Parent or Guardian Initial: \_\_\_\_\_

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Grades 3 - 6 Student Guide  
A Program of Financial Beginnings

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Public Affairs  
P.O. Box 2020  
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**Dear Parent or Guardian:**

COUNTRY Financial® is proud to provide financial literacy education to children and young adults.

Educating young people about money is important for their financial future. Today's financially savvy kids will be our well-prepared friends and neighbors of tomorrow. Finance fundamentals have a stronger impact on children the younger they are introduced. We need to teach our children about debt management, planning for higher education, the importance of insurance, as well as saving for milestones like a first car, a house or retirement. Understanding money allows young people to make more informed choices and to be better able to pursue their dreams.

**Who We Are:**

COUNTRY Financial has over 85 years of experience helping customers with their financial security as they raise children, buy their first home, start their own business and plan for retirement. We have always helped our customers understand their risks and insurance options to protect what's important to them. We also help plan for education, retirement, and future financial security. Your local COUNTRY Financial representative is more than an advisor; he or she will look out for your financial well-being.

**For More Information:**

For more financial literacy materials you can share with your child, visit [countryfinancial.com/FinEd](http://countryfinancial.com/FinEd).

To learn more about COUNTRY Financial, talk to a local representative, visit us at [countryfinancial.com](http://countryfinancial.com), like us on Facebook, follow us on Twitter or call us at 866-COUNTRY.

Sincerely,  
**Kurt Bock**

Chief Executive Officer  
COUNTRY Financial



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**Key Concepts**



**Classroom**



**Take Home**

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**MODULE 1: MONEY MATTERS**

**Key Concepts**

**Money** is what we use to obtain the things we need. Money is our currency of exchange and comes in the form of coins and bills.

**Trading & Bartering** is what people did before money existed. It is a way of getting something we need by trading it for something we have. For example, you could trade your apple for your friend's banana.

**Producers** are people who make things that others need and want. For example, someone produced the pencil that you are using today.

**Consumers** are people who use the things others produce. You are the consumer of the pencil you are using today.

**Supply** is how much of something is available.

**Demand** is how much of something people want.

**Supply & Demand** work together. For example, if you have 3 hats and your friends want 2 of them the supply is 3 and the demand is 2. But it works the other way as well. Sometimes the demand is greater than the supply, meaning sometimes people want more of a product than what is available.

**Additional Resources**

For more games and activities about money ask your parent or guardian to help you visit Financial Beginnings' website at [www.FinancialBeginnings.org](http://www.FinancialBeginnings.org).

**Did You Know?**

- Before the days of paper money, Americans traded animal skins, including buckskins, for goods and services. Hence the word "buck" to describe money.
- In 1916, you could get your money laundered for free! If your money was in good enough shape, you could take it to Washington, D.C., where it would be washed, ironed and reissued.
- A dollar bill can be folded forward and back 4,000 times before it will tear.
- Paper currency is made of 25 percent linen and 75 percent cotton.

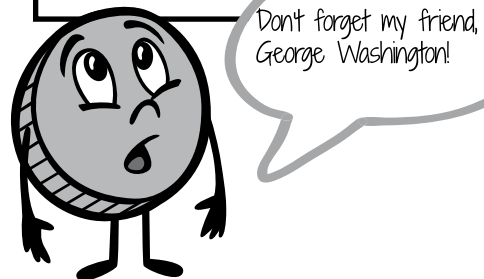




## Draw a Dollar Bill

You have seen a one-dollar bill many times, you may have even used one today. But do you remember what it looks like? I mean what it really looks like? Here is our chance to take a closer look.

1. You will be given 10 minutes to draw the front and back of a one-dollar bill.
2. You cannot look at one; you must work off of your memory.
3. Try to include as many details as possible.
4. Start drawing when your presenter gives you the go ahead.



## It Cost You What? - Take Home Activity

Take this activity home and work on it with your parent or guardian.

Did you know that the value of our money changes over time? No, we don't change the actual number on the coins or bills, but what that coin or bill can buy changes. This is called inflation. You can learn about inflation firsthand through this fun take home activity.

1. Ask a grandparent, if possible, how much the various items listed below cost when they were your age. You can ask a grandparent over the phone or in-person.
2. Then, ask a parent or guardian how much the same items cost when they were your age.
3. Now, research how much these same items cost today.
4. Use the chart below to fill in this information and then answer the questions that follow.

Item	Grandparent	Parent/Guardian	You
Gallon of Milk			
Candy Bar			
Movie Ticket			
Loaf of Bread			
Postage Stamp			
Gallon of Gas			
Cup of Coffee			

**Did the cost of items go up or down over the years?**

**What item went up or down the most? By how much did it go up or down?**

*Did You Know?*

That one dollar in 1900 was worth about \$27.03 in today's money. That means you could get a lot more than a candy bar for \$1 back then.



## MODULE 2: MANAGE IT

### Key Concepts

A **Need** is something that we must have in order to survive. Water, food, shelter and clothing are examples of needs.

A **Want** is something that we desire, but do not need in order to live. A new bicycle is an example of a want.

A **Goal** is something specific that you work towards. For example, you might have a goal to get A's in all of your classes this year.

A **Budget** is a plan for your money.

**Income** is all of the money that you are given or earn. **Gross Income** is the amount of money your boss pays to you. **Net Income** is the amount of money that you receive after taxes have been taken out.

**Taxes** are the money that people pay to the government for public services such as roads, schools, police and fire departments.

### Additional Resources

For more games and activities about money ask your parent or guardian to help you visit Financial Beginnings' website at [www.FinancialBeginnings.org](http://www.FinancialBeginnings.org).

#### Did You Know?

Almost 300,000 trees are cut down each year to make the paper for all the forms and instructions relating to taxes.



## Goal Setting

Goals are important. They help us plan for and get the things we want and need. Below you will find a simple chart to list your short-term goals and long-term goals.

List three short-term goals you have for yourself.

List three long-term goals you have for yourself.

Using the chart below, create plans for how you will reach your short-term goals.

Short-Term Goals	When	Cost	Savings Plan

Using the chart below, create plans for how you will reach your long-term goals.

Long-Term Goals	When	Cost	Savings Plan

Draw a picture of one of your goals.



# Budget Game

Now that you know how to create a budget to plan for your money, let's see if you can stay within your budget.

1. You will be given a card with your career/job and your monthly net salary (the amount you can spend per month).
2. Write your income in the correct box in the budget below.
3. When your presenter says to go, you will visit the five expenses posters that are displayed around the room.
4. Choose one expense option per poster and write that amount in the correct box in the budget below.
5. Choose your own amount to put into savings each month and write it in the correct box in the budget below.
6. Once you have all five expenses and your savings, add up your total to see if you stayed within your budget.
7. Write down how much money you have left over in the bottom right box under "Balance."

Description	Expense	Income	Balance
Job:		\$	
Food	\$		
Clothing	\$		
Housing	\$		
Transportation	\$		
Entertainment	\$		
Saving	\$		
<b>TOTAL</b>	\$	\$	\$

Was this game easy or difficult? Why?



# A Plan for Success - Take Home Activity

Take this activity home and work on it with your parent or guardian.

There is nothing more important for money management than a budget. Have a parent or guardian help you create your own budget.

1. Together, write down all the ways you receive money (income).
2. Then, write down all the things you typically buy (expenses).
3. Choose something that you want, but do not have enough money to buy.
4. Together, work out a plan (budget) on how you will save for this item and when you will be able to buy it.
5. Use the questions and budget chart below.

- What is the item you are saving for?

- How much does the item cost?

- How much money do you earn each week?

- Are there additional ways you can earn more money to put towards your goal?

- How much are you able to save for this item each week?

- Fill in the amounts and do the math below.

Amount of the item      Amount you save per week      How many weeks until you reach your goal?

\_\_\_\_\_ / \_\_\_\_\_ = \_\_\_\_\_

Description	Expenses	Income	Balance



## Module 3: GET BANKED

### Key Concepts

A **Bank** is a financial institution that provides accounts and services to help people manage their money. A Bank is a for-profit business.

A **Credit Union** is similar to a bank with accounts and services to help their members manage their money, but Credit Unions are a non-profit organizations.

A **Savings Account** is a place to store the money that you want to save for something in the future. Most savings accounts earn interest.

**Interest** is the fee to borrow money. If you borrow money, *you* pay interest. If someone borrows money from you, *they* pay interest.

A **Checking Account** is a place to store the money that you use on a regular basis for things such as groceries, gas and bills.

You **Deposit** money when you put it into your bank or credit union account.

You **Withdrawal** money when you take it out of your bank or credit union account.

**Account Balance** is how much money you have in your account. It is very important to keep track of this.

### Additional Resources

For more games and activities about money ask your parent or guardian to help you visit Financial Beginnings' website at [www.FinancialBeginnings.org](http://www.FinancialBeginnings.org).

Did You Know?

The first bank in the world opened in Siena, Italy in 1472.



## Banks & Credit Unions

Do you know the differences between banks and credit unions? Put an X in the correct space for each item on the left.

	Bank	Credit Union	Both
Checking Account			
Savings Account			
Credit Card			
Loan			
For-Profit			
Non-Profit			
Pays Taxes			



## Make a Deposit

Let's put some money into our bank account! As a class, fill out the deposit slip with the following amounts:

Cash = \$13.17  
 Check = \$27.29  
 Check = \$43.55

		DOLLARS	CENTS
<b>CHECKING ACCOUNT DEPOSIT SLIP</b>			
NAME _____	CURRENCY		
DATE _____ 20__	COIN		
This deposit is accepted subject to verification and to the rules and regulations of the Bank	CHECKS		
	1		
	2		
	3		
	4		
	TOTAL		
	LESS CASH RECEIVED		
	TOTAL DEPOSIT		
The name of your bank	ACCOUNT NUMBER	<input type="text"/>	



# Banking BINGO

Let's see how well you remember the things we have covered so far.

1. Randomly place the numbers 1-25 in the boxes below.
2. Answer the questions the presenter asks with the answers listed below.
3. Mark off the box with the number of the correct answer if anyone in your class gets the question right.
4. Be the first to mark off all of the boxes in a row to win. The row can be straight across (horizontal), up and down (vertical), or diagonal.

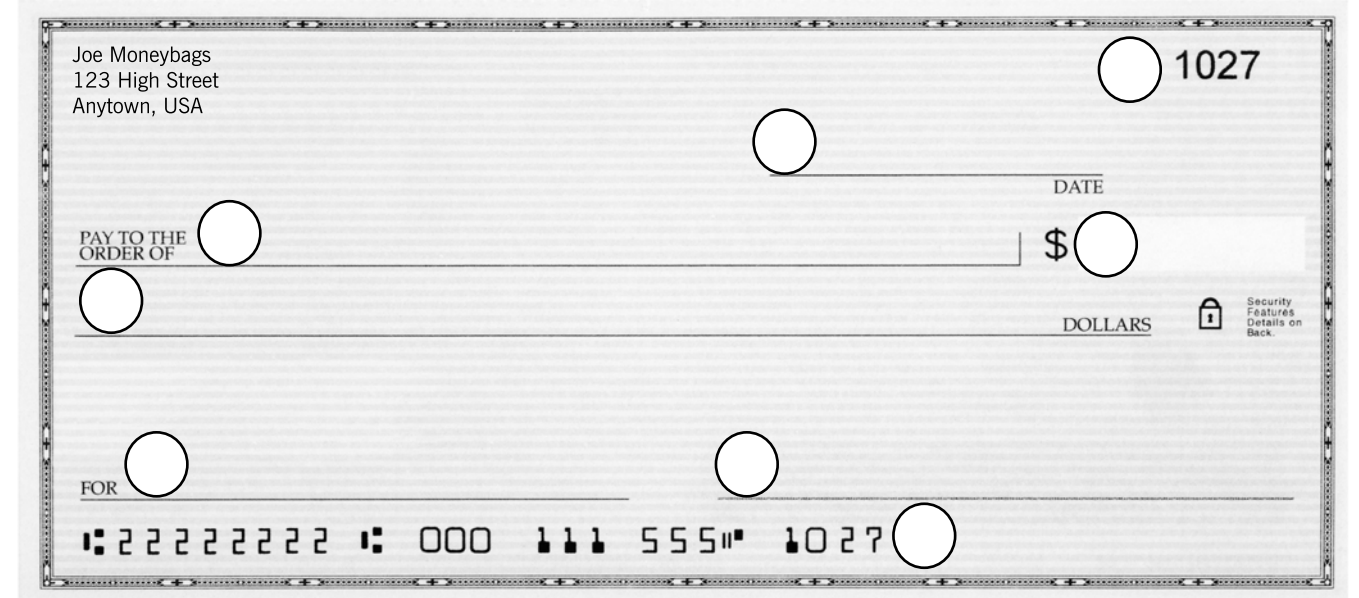

- |                    |              |                      |
|--------------------|--------------|----------------------|
| 1. ATM             | 9. Interest  | 17. Want             |
| 2. Withdrawal      | 10. Need     | 18. Demand           |
| 3. Savings Account | 11. Producer | 19. Consumer         |
| 4. Credit Union    | 12. Taxes    | 20. Expenses         |
| 5. Bank            | 13. Coin     | 21. Checking Account |
| 6. Balance         | 14. Supply   | 22. Trade            |
| 7. Gross Income    | 15. Budget   | 23. Goal             |
| 8. Deposit         | 16. Income   | 24. Net Income       |
|                    |              | 25. Bill             |



# Check It Out

Do you know the different parts of a check?

1. Place the correct number from the key below in the circles of the check.

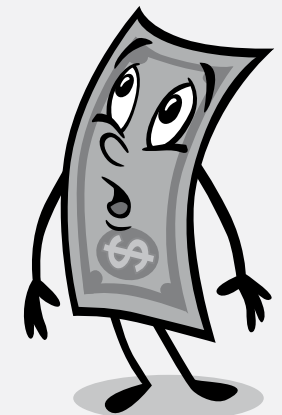


### Key:

1. Check number
2. Date
3. Who you are paying the check to
4. Amount in numbers
5. Amount in words
6. Memo (note to remind you of the reason for the check)
7. Signature
8. Account number

### Did You Know?

- That you can legally write a check on almost anything? There are stories of people trying to use checks written on shirts and socks.
- Checks are printed with magnetic ink so they can be easily read by machines at the bank.





## Do Your Research - Take Home Activity

Take this activity home and work on it with your parent or guardian.

Choosing a bank is a big deal. You want to make sure that the bank will fit your needs and your personality. With your parent or a guardian, practice doing some research.

1. Go to a bank or credit union's website or give them a call to answer the following questions:

**The name of the bank and credit union:** \_\_\_\_\_

Question	Answer
Do you offer free checking accounts?	
What are the requirements for a free checking account?	
Do you offer free savings accounts?	
What are the requirements for a free savings account?	
Does an ATM/Debit Card come with the account?	
Are there any other banks where I can use the ATM without a fee?	
What is the fee for using another bank's ATM?	
Do you offer overdraft protection?	
Do you have any special accounts for students?	

**Draw the logo of the Bank or Credit Union you researched here.**



## Module 4: SMART FUTURE

### Key Concepts

A **Credit Score** is your financial report card, but instead of letters it consists of numbers (300-850). Instead of measuring how well you do in school, it measures how well you do at paying back money you borrow and how well you manage your money. If you pay your bills on time and do not borrow more than you can pay back you will have a good credit score.

A **Debit Card** looks like a credit card, but it actually accesses your own money. If you use your debit card the money is taken right out of your checking account.

A **Credit Card** allows you to borrow money from the bank or lending institution whenever you want, but you have to pay it back. If you don't pay it back fast you will be charged extra money we call interest. The interest rate you are charged per year is called Annual Percentage Rate (APR). With a credit card you have a limit as to how much you can spend.

A **Loan** is when you borrow money from a bank, credit union or other financial institution. Loans are usually used for larger purchases such as college, a car, or a house. With a loan you must pay it back within a certain time and pay a certain interest rate. You should know what the interest rate and the terms (how long you have to pay it back) are before getting the loan.

**Interest** is the fee to borrow money. If you borrow money you pay interest as with a credit card or loan. If someone borrows money from you they pay interest. This is similar to the interest you receive on your savings account. You are essentially lending your money to the bank to use for other loans and they, in return, pay you interest.

**Compounding Interest** can work for you or against you depending on whether you are saving or borrowing money. Compounding interest is when interest grows on interest. For example, you put \$100 into an investment that earns 10% interest per year.  $\$100 \times 10\% = \$110$ . At the end of the first year you have \$110. But in year 2 you will earn 10% on the entire \$110 (not just the original \$100).  $\$110 \times 10\% = \$121$ .

The **Rule of 72** shows you roughly how long it will take for your investment to double. Let us say that you saved \$1,000 to invest. You invest this money in an account that pays you 8% interest. Here is how you calculate the Rule of 72:  $72 \div 8 = 9$  years. That means that your \$1,000 will double every 9 years.

### Additional Resources

For more games and activities about money ask your parent or guardian to help you visit Financial Beginnings' website at [www.FinancialBeginnings.org](http://www.FinancialBeginnings.org).





# Let's Buy a Car

You may not be old enough to drive a car, but let's pretend that you are 18 years old. You really need a car to drive to work, but you do not have enough money to pay for it completely. You will need to get a loan. Let's see how getting a loan works for someone with good credit and someone with bad credit.

1. Everyone is going to buy the same car.
2. Every student has good credit, but the presenter has bad credit.

\$10,000 Car – 3 Year Loan			
Students	790 Credit Score	3.5% APR	\$293 per month
Presenter	550 Credit Score	17% APR	\$357 per month

### Questions

#### 1. How much money do the students save per month by having good credit?

Monthly Payment for Presenter      Monthly Payment for Students      Saved Per Month

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

#### 2. How much money do the students save per year by having good credit?

Saved Per Month      Months Per Year      Saved Per Year

\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

#### 3. How much money do the students save total?

Saved Per Year      Years For Loan      Total Saved

\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

#### 4. Why is it better to have good credit?

#### Do You Know?

A credit card and debit card may look the same, but they are very different.

- A debit card is a way of accessing your own money usually in your checking account.
- A credit card is a way to borrow money from a bank or lending institution. If you borrow money you have to pay it back.



# Rule of 72

Now that you have worked so hard for your money, it is time to let your money work for you. Let's see how the money you have invested can grow.

1. You have saved \$1,000 to place into an investment.
2. The investment grows by 8% every year.
3. Calculate how fast your money will double using the Rule of 72.
4. Place the average age of the class in the first box on the left (your presenter will help you with this).
5. Add your answer to The Rule of 72 (below) to the average age of the class and put that amount in the second box on the left.
6. Keep doing this until you have ages in all of the boxes on the left.
7. Now calculate how much money you have for each age knowing that your money doubles each time and place that number in the correct box to the right.

### The Rule of 72

$72 \div 8 = \underline{\hspace{2cm}}$

Your Investments Working For You	
Average age of the class _____	\$1,000
_____	\$
_____	\$
_____	\$
_____	\$
_____	\$
_____	\$

#### 1. How much money did you originally invest?

#### 2. How much money did you end up with (bottom right box)?

#### 3. How much interest did you earn (use the formula below)?

Amount in bottom right box      Amount you originally invested      Amount you earned

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_



# Why Wait? - Take Home Activity

Take this activity home and work on it with your parent or guardian.

It is never too late to start saving your money for the future, but it sure does help if you start early. Complete the following activity with a parent or a guardian to see how much better it is to start saving early.

1. Assume both you and your parent/guardian invest money in an investment account earning 9% interest.
2. The Rule of 72 tells you how many years it will take for your money to double in an investment.
3. Answer the questions and fill out the chart using the Rule of 72, which has already been completed below.

Rule of 72
$72 \div 9 = 8$ years to double

1. Looking at the chart below, who do you think will have more money at around 65 years old?
2. Fill in the amounts at each age for you and your parent/guardian.

You		
Now	__ years old	\$3,000
In 8 Years	__ years old	
In 16 years	__ years old	
In 24 years	__ years old	
In 32 years	__ years old	
In 40 years	__ years old	
In 48 years	__ years old	

Your Parent/Guardian		
Now	__ years old	\$3,000
In 8 years	__ years old	
In 16 years	__ years old	
In 24 years	__ years old	
In 32 years	__ years old	
In 40 years	__ years old	
In 48 years	__ years old	

3. How old are you when you reach \$48,000? How about your parent/guardian? How old are you when you reach \$188,000?
4. How much do you have when you are in your forties? How about your parent/guardian?
5. Is it better to start young with less money or older with more?

## GET REWARDED FOR YOUR MONEY SMARTS



Thank you for participating in the Financial Footings program. Remember that it is important for you to know how to manage your money so you can reach your dreams and goals.

Tell us what you have learned from our lessons and we will send you a certificate of completion and a prize for your efforts!

**What are three things you learned about money from these lessons?**

**Now, how are you going to use one of the things you learned?**

**Draw a picture of something you are going to save your money for:**