

FoolProof Teacher Guide
Burning Money Series

Intro & Episode 1
“Budgeting, Saving & Spending Decisions”

Please do not begin the Burning Money module until you have thoroughly reviewed this introduction.

Burning Money currently consists of an introductory ‘episode’, four main episodes, and a 45-minute comprehensive test. The introductory episode takes about 15-30 minutes and the remaining episodes take about 45-90 minutes of lab time. The test can normally be completed in one 45-minute lab session.

An important FoolProof feature: *students can work at their own pace on any of the episodes. Students can stop at any time, and then come back to the same place another day, or even from a home computer.*

Critical preparation: Students need to track their income and expenses for seven days at the very beginning of the Burning Money series. This “Spending Journal assignment” is the backbone of Module 6 and becomes the key teaching tool in all Burning Money Episodes. We provide you a printable spending journal in your teacher panel.

The Spending Journal assignment uses individual student’s actual income and expense records to help each student analyze personal spending habits.

Because the students need seven full days to record their spending habits, it’s important that you *schedule a seven day “Burning Money Break” after the first Burning Money session.*

Here's a suggested schedule for launching the series.

1. **Before beginning, make sure you have printed enough spending journals for your entire class.** You can find the printable spending journal in the teacher panel. You can also ask your sponsoring credit union to provide you printed spending journals.

2. **In the first lab session, have your students work through both the introductory Burning Money episode and Episode 1.** These two episodes prepare your students for the Spending Journal Project, and allow them to practice online entries using their online spending journals.
 - a. FoolProof presents this spending journal project to your students as a major test. Emphasize with your students that each student will be graded on the thoroughness of his or her journal.
 - b. Hand out the printed version of the spending journal at the end of this first lab session, and discuss the journal with the class.

3. **Take a seven-day Burning Money break.** Please do not begin Burning Money's Episode Two until all students have completed their spending journal project and entered their records from the printed Spending Journal into their online Spending Journal.
 - a. Each day during the Burning Money break remind your students about the importance of keeping thorough records, and encourage student questions.
 - b. Many students will have problems keeping their spending journal. Be prepared to discuss problems in your class during the seven-day break.
 - c. Students can make their online journal entries at home, but you will still need to allow lab time for many students to make their entries.
 - d. Some students will not have any expenses for the week. We provide you a "Virtual Income & Expenses sheet" for these students that gives them sample expenses. This sheet can also be found in your teacher panel.

4. **Schedule episodes 2 through 4 and the comprehensive test.**
 - a. **Consider scheduling two lab sessions for Episode Two.** Many students will need a lab session to complete their online journal entries.
 - b. Episodes 3-4 require 45-90 of lab time each.
 - c. The comprehensive test is normally completed in one 45-minute lab session.

Testing:

The seven-day “Spending Journal Assignment” should be considered a major test in this series.

- The students’ grade should be based on whether or not the students have thoroughly kept records for seven days. Very thorough record-keeping is the criteria for a good grade.
- Please do NOT grade the student on their spending habits.
- You will be able to quickly review the thoroughness of each student’s records in your teacher review section.
- At the end of episode four, we provide a single and very thorough self-grading test that covers episodes one through four.

“A Look at Episode 1: “Commence Destruction!”

Lesson: “Commence Destruction!” introduces the concept that money is a limited and perishable resource. We spend our lives trying to accumulate it...but once we’ve spent it, it’s gone.

Time: 45-90 minutes. Students can work at their own pace and stop at any time, if a lab session is ending, but come back to that same location.

Two parts: Pre-teach & Post-teach

Note: This guide is only a suggestion. Feel free to modify as needed. And please share any of your teaching ideas with the FoolProof team at info@foolproofhq.com

Notes:

- *Your class should have completed the introductory Burning Money episode, which runs 15 minutes, before starting this episode.*
- *This episode should be used on the same day as the introductory episode.*

Before you begin this episode, you must either print copies of the FoolProof spending journal for your students or, if you have a sponsoring credit union, ask your sponsoring credit union to provide copies.

1. Lesson Description

“Commence Destruction” is the first of FoolProof’s lessons on managing money. This episode is based on the reality that all of us, teachers and students, need to accept responsibility for our spending decisions.

The core lessons taught in the episode:

- How to determine if an expense is fixed or variable.
- Recognizing good from bad “money burns”.
- Learning the importance of record-keeping in the budgeting and saving process.
- How to get in the habit of keeping detailed records of income and expense.
- How a savings plan and a budget work hand-in-hand to create a very practical plan of action for maximizing the value of your money, however much you make. .

2. Objectives

Knowledge Objectives:

Students will be better able to:

- Identify the difference between fixed and variable expenses.
- Identify their spending habits and trends.
- Understand the importance of good record-keeping in the budgeting process.
- Critically evaluate a detailed spending journal.
- Comprehend and identify the importance of good saving habits.
- Understand the concept of a monthly budget and saving plan.

Skills Objectives:

Students will be better able to:

- Analyze good from bad “money burns”.
- Analyze the risk of poor spending habits.
- Compare and contrast fixed and variable expenses.
- Explain factors that affect the ability to budget.
- Explain the process of creating a spending journal.

Attitude Objectives:

- Students will feel they have a good general understanding of the difference between fixed and variable expenses.
- Students will feel they have a fundamental knowledge of a bad “money burn”.
- Students will feel they have control of their spending through the use of a spending journal.

3. Classroom Methods

Burning Money is the sixth FoolProof Module. This module can be undertaken without first going through the preceding five FoolProof modules, but we suggest that you have your students complete modules one-five modules before beginning Burning Money.

Check for comprehension by looking at the students’ FoolProof test results and by your own evaluations.

Ask your class:

- “Do you have any idea where your money goes?”
- “Where does your money come from?” Parents, job, savings from birthday gifts, etc.?
- Could you track your money for one week just to see where it all goes?
- Would it be valuable to you if you could learn how to hang onto more of your money?
- Would you be interested in that?

4. Evaluation

- “Commence Destruction” has several turnkey review procedures throughout the module.
- “Commence Destruction” contains an interactive spending journal that must be completed before students proceed to the next module.
- To further check for understanding, “Commence Destruction” has numerous teaching points within the episode that can be expanded upon to enhance your student’s knowledge.

5. Optional Research Assignment

This episode uses a comparison of expensive designer jeans vs. standard jeans as a way of teaching “want” versus “need”. Have a team of students do research on the similarities of a standard clothing item to a supposedly better, more sought after designer item.

Print the student Spending Journal from the teacher section.

Printing instructions:

- The journal can be printed in color or black and white.
- The journal runs 8 single-sided pages or four double-sided pages.
- Print extra copies.

If you have students that honestly don’t have any expenses during a week: In testing, we’ve found that some students don’t have any money to spend during a week.

- So that these students can still benefit from the “Spending Journal” exercise, we provide you a “Virtual Income & Expenses sheet” that you can give to these students. Like the regular spending journal, the sample expenses document is also available for printing in the teacher panel.
- Since many students would prefer using the virtual income & expenses in the exercise rather than having to go to the trouble of keeping their own expenses, we recommend that you make sure a copy of this expense sheet only goes to students who genuinely don’t have expenses during a week.