

Documents

Manual

OHIO STATE UNIVERSITY EXTENSION

Real Money. Real World.



Food

Approximate Groceries for

Age Group	Thrifty Plan
1 Adult	\$150
1 Child age 0-4	\$90
1 Child age 5-8	\$13

For every member in your household,
(Example: You (\$150) + Spouse /
*Amounts from 2018 Official USDA

All Plans Ass

Thrifty
Few choices to meet
Off brand or Store
Discount stores/
Frozen/ Canned
Low-cost be



Comm



Speed

- Basic package
- Limited data package
- Unlimited data package

Ir

100 M
50r



Finis

Be Sure You Have Every Boo

What's Your Balance



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES



Name: _____ Date of Spending Simulation: _____

Occupation: (Lesson 1)		Number and Ages of Children (Lesson 1): How many children do you have? _____ Age of each child <table border="1" style="width: 100%;"> <tr> <td style="width: 25%; height: 30px;"></td> <td style="width: 25%; height: 30px;"></td> <td style="width: 25%; height: 30px;"></td> <td style="width: 25%; height: 30px;"></td> </tr> </table>				
Education Level/Degree: (Lesson 1)						
Gross Annual Salary (Lesson 1)	\$ _____					
Gross Monthly Income (Gross Annual Salary ÷ 12)	\$ _____					

Determining Your Net Pay

Description	DEDUCTION (subtract from balance)	BALANCE
Gross Monthly Income (from above)		\$ _____
Federal Tax (Based on Family Size and Income)		\$ _____
State and Local Tax (5.5% of Gross Monthly) (Lesson 2)		\$ _____
FICA (Social Security /Medicare: 7.65% of Gross Monthly) (Lesson 2)		\$ _____
Retirement Savings (at least 5% of Gross Monthly) (Lesson 2)		\$ _____
Monthly Net Pay (Monthly Gross Pay – Deductions = Net Pay)		\$ _____

Savings Account

Money set aside for emergencies and goals (Lesson 3)

DATE	DEDUCTION (Money taken OUT of Savings)	DEPOSIT (Money put into Savings)	BALANCE in Savings Account (Start with initial deposit)
		\$ _____	\$ _____

(Note: Savings can be transferred into checking account during the simulation if needed for living expenses.)

Final Monthly Net Pay Monthly Net Pay – Savings+ Chris' Pay (\$400)	\$ _____
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RECORD YOUR FINAL MONTHLY NET PAY ON THE REVERSE SIDE OF THIS

Checkbook Register: (for use during the Spending Simulation)

[illegible]

Booth Volunteer Initials

The person at each booth (except Financial Advice) must initial in the chart below.

Booth	Initials	Booth	Initials	Booth	Initials
Chance		Contributions		Health & Wellness	
Child Care		Credit Card		Housing & Utilities	
Clothing		Entertainment		Insurance	
Communications		Food		Student Loans	
				Transportation	

Master Jobs List- Manual Cards if not using Worksheet merge

Career	Education	Salary
Waiter/Waitress	High school diploma or equivalent	\$19,040
Cashier	High school diploma or equivalent	\$19,360
Fast Food Worker	High school diploma or equivalent	\$19,500
Child Care Worker	High school diploma or equivalent	\$20,500
Home Health Aide	High school diploma or equivalent	\$21,500
Retail Sales	High school diploma or equivalent	\$22,190
Janitor	High school diploma or equivalent	\$23,920
Office Clerk	High school diploma or equivalent	\$24,230
Bank Teller	High school diploma or equivalent	\$25,030
Commercial Painter	High school diploma or equivalent	\$28,910
Data Entry Keyers	High school diploma or equivalent	\$30,070
Manufacturing Line Worker	High school diploma or equivalent	\$30,660
Veterinarian Technician	Associate Degree or Technical Certification	\$31,630

Career	Education	Salary
Commercial Food Prep	High school diploma or equivalent	\$32,190
Customer Service Representative	High school diploma or equivalent	\$32,240
Bill and Account Collectors	High school diploma or equivalent	\$32,400
Refuse Collector	High school diploma or equivalent	\$34,480
Sergeant, U.S. Army	High school diploma or equivalent	\$35,592
Automotive Specialty Technician	Associate Degree or Technical Certification	\$36,270
Dental Assistant	Associate Degree or Technical Certification	\$36,560
Bookkeeping, Accounting, and Auditing Clerks	Associate Degree or Technical Certification	\$36,920
Chef	High school diploma or equivalent	\$37,340
Construction Laborer	High school diploma or equivalent	\$38,990
Excavating Machine Operator	High school diploma or equivalent	\$40,720
Truck Driver	High school diploma or equivalent	\$41,790
Machinist	High school diploma or equivalent	\$42,020

Career	Education	Salary
Licensed Practical Nurse	Associate Degree or Technical Certification	\$42,030
Police, Fire, Ambulance Dispatcher	High school diploma or equivalent	\$42,780
Bailiff	High school diploma or equivalent	\$42,880
Diesel Mechanic	High school diploma or equivalent	\$43,500
Clergy	Bachelor's Degree	\$43,650
Small Business Owner	High school diploma or equivalent	\$44,000
Paralegal/Legal Assistant	Associate Degree or Technical Certification	\$44,180
Advertising Sales Agents	High school diploma or equivalent	\$44,270
Graphic Designer	Bachelor's Degree	\$44,750
Computer Support Specialist	Associate Degree or Technical Certification	\$45,090
Heating/AC Mechanic & Installer	Associate Degree or Technical Certification	\$46,150
Precision Ag Specialist	Associate Degree or Technical Certification	\$46,170
Firefighter	Associate Degree or Technical Certification	\$46,360

Career	Education	Salary
Agronomist	Bachelor's Degree	\$46,960
Environmental Technician	Associate Degree or Technical Certification	\$48,000
Electrician	Associate Degree or Technical Certification	\$50,510
Flight Attendant	High school diploma or equivalent	\$50,720
Real Estate Sales	Associate Degree or Technical Certification	\$51,710
Public Relations Manager	Bachelor's Degree	\$52,120
Skilled Trades	High school diploma or equivalent	\$53,050
Lab Tech	Associate Degree or Technical Certification	\$53,240
Phlebotomist	Associate Degree or Technical Certification	\$53,240
Funeral Director	Associate Degree or Technical Certification	\$53,900
Respiratory Therapist	Associate Degree or Technical Certification	\$54,290
Postal Carrier	High school diploma or equivalent	\$54,900
Human Resources Specialist	Bachelor's Degree	\$55,300

Career	Education	Salary
Licensed Social Worker	Masters, Professional or Doctoral Degree	\$55,430
Electrician	Associate Degree or Technical Certification	\$56,350
Web Developer	Associate Degree or Technical Certification	\$56,790
Grain Elevator Manager	Associate Degree or Technical Certification	\$56,820
Ag Education Teacher	Bachelor's Degree	\$57,010
Dietitian/Nutritionist	Bachelor's Degree	\$57,380
Physical Therapist Assistant	Associate Degree or Technical Certification	\$57,470
Wildlife Biologist	Bachelor's Degree	\$57,690
Dental Hygienist	Associate Degree or Technical Certification	\$58,100
Landscape Architect	Bachelor's degree	\$58,980
Teacher	Bachelor's Degree	\$59,560
Secondary Education Teacher	Bachelor's Degree	\$59,990
Consumer Behavior Analyst	Bachelor's Degree	\$60,000

Career	Education	Salary
Police Officer	Associate Degree or Technical Certification	\$60,760
Microbiologist	Bachelor's Degree	\$60,870
Forensic Science Technician	Bachelor's Degree	\$63,100
Registered Nurse	Bachelor's Degree	\$63,300
Certified Public Accountant	Bachelor's Degree	\$63,980
Food Science Technician	Bachelor's Degree	\$64,970
Geoscientist	Bachelor's degree	\$67,820
Chemist	Bachelor's Degree	\$69,670
Insurance Underwriter	Bachelor's Degree	\$69,880
Architect	Bachelor's Degree	\$70,810
Financial Analyst	Bachelor's Degree	\$72,760
Speech Pathologist	Masters, Professional or Doctoral Degree	\$74,140
Civil Engineer	Bachelor's Degree	\$78,501

Career	Education	Salary
Financial Advisor	Bachelor's Degree	\$81,380
Physical Therapist	Masters, Professional or Doctoral Degree	\$85,800
Veterinarian	Masters, Professional or Doctoral Degree	\$86,430
Chemical Engineer	Bachelor's Degree	\$91,790
Computer Software Developer, System Software	Bachelor's Degree	\$94,930
Lawyer	Masters, Professional or Doctoral Degree	\$94,970
Postsecondary Teacher	Masters, Professional or Doctoral Degree	\$97,300
Computer Hardware Engineer	Bachelor's Degree	\$99,170
Researcher (Computer & Information research)	Masters, Professional or Doctoral Degree	\$105,990
Optometrist	Masters, Professional or Doctoral Degree	\$115,600
Pharmacist	Masters, Professional or Doctoral Degree	\$119,148
Doctor (General & Family)	Masters, Professional or Doctoral Degree	\$189,540

Master Sheet: Number of Children

No Children	One 7 year old
No Children	One infant and one 3 year old
One infant	One 3 year old and one 6 year old
One 1 year old	Two twin boys, age 3
One 3 year old	Two infants
One 8 year old	One 5 year old and one 6 year old
One 5 year old	One infant, one 3 year old, and one 7 year old

Federal Tax Withholding Chart

	Federal Income Tax Withholding: Married Persons	
	Monthly Payroll Period	
Quick Code	Monthly Gross Salary	Tax withholding
A	1,350 to 1,679	\$55.15
B	1,680 to 2,009	\$88.15
C	2,010 to 2,339	\$121.15
D	2,340 to 2,669	\$154.15
E	2,670 to 2,999	\$192.84
F	3,000 to 3,329	\$232.44
G	3,330 to 3,659	\$272.04
H	3,660 to 3,989	\$311.64
I	3,990 to 4,319	\$351.24
J	4,320 to 4,649	\$390.84
K	4,650 to 4,979	\$430.44
L	4,980 to 5,309	\$470.04
M	5,310 to 5,639	\$509.64
N	5,640 to 5,969	\$549.24
O	5,970 to 6,299	\$588.84
P	6,300 to 6,629	\$628.44
Q	6,630 to 6,959	\$668.04
R	6,960 to 7,289	\$707.64
S	7,290 to 7,619	\$757.54
T	7,620 to 7,949	\$823.99
U	7,950 to 8,279	\$896.59
V	8,280 to 8,609	\$969.19
W	8,610 to 8,939	\$1,041.79
X	8,940 to 9,269	\$1,114.39
Y	9,270 to 9,599	\$1,186.99
Z	9,600 to 9,929	\$1,259.59

Student Orientation- Long Version

Real Money. Real World.

Student Orientation for Simulation

Hello! I'm _____ from Ohio State University Extension, _____ County. Other members of our OSU Extension office team helping today include _____.

How many of you have heard of Ohio State University Extension? Here in _____ County our office is located _____.

OSU Extension is the outreach arm of The Ohio State University. We help fulfill the university's mission of educating all Ohioans. We take the knowledge developed at Ohio State and share it with people throughout Ohio. Although our roots are in agriculture, we're much more than that. While we do help farmers, we also assist in the home and in the community with a range of programs. We help young people, too. How many of you have heard of the 4-H program? 4-H is one of OSU Extension's programs. When you think of 4-H, you may think of cows and pigs and the county fair, but 4-H is not just for farm kids. 4-H programs help ALL youth to be responsible, skilled adults. This brings us to today's program.

I hope you have enjoyed the *Real Money. Real World.* lessons, which have prepared you for today's simulation. For the simulation, you are all 27 years old and you are the primary wage earner for your family!

Now let's look at your Simulation Worksheet. You should have already taken your gross monthly pay and made several deductions. This lesser amount—your net monthly pay—should be the beginning balance in your Simulation Worksheet. Your challenge is to live on your monthly net income. You need to cover all your expenses by visiting the booths and making choices for your family.

You MUST visit every booth with the exception of Financial Advice. If you get into financial trouble, visit the Financial Advice booth. At this booth, volunteers will help you find ways to reduce your spending or increase your income, possibly through a second job or by helping you determine if you qualify for an Earned Income Credit.

At this time, I'd like to have the individuals who will be assisting at the various booths introduce themselves.

(Booth volunteer introductions)

These individuals have volunteered their time to be here today and we're very appreciative of their help.

When you visit a booth, the booth volunteer will discuss the options available to you. You will make a decision as to what you want to "purchase." Once you have made a "purchase" from the booth, write the booth name on your Simulation Worksheet; record the payment; and subtract the amount before you leave that booth. Also, look at the very end of your Simulation Worksheet. You will see a box that lists all of the booths. The booth volunteer must initial their box before you leave their booth. You may visit the booths in ANY order with the following exception: you must go to the Transportation booth and the Housing booth before you can visit the Insurance booth; leave the Chance booth until the end. When you are finished, go to the Finish Line booth. Everyone should have a pencil and a calculator.

Are there any questions? Have fun in the "Real World"!

Student Orientation- Short Version

Real Money. Real World.

Student Orientation for Simulation

Hello! I'm _____ from Ohio State University Extension, _____ County. Welcome to your life at age 27! Today you will be stepping into the “real world” and need to make choices based on your career salary. Your challenge is to live on your monthly net income and end the simulation with money left over as the primary wage earner of your family.

Each of you should have already completed the first page and also the Description of Debt sections of your Simulation Worksheet and have your final net monthly pay. This amount—your family’s net monthly pay—should be the beginning balance in your Simulation Worksheet. Everyone should have a pencil and a calculator.

You **MUST** visit every booth with the exception of Financial Advice. If you get into financial trouble or have questions about your situation, visit the Financial Advice booth.

Each booth volunteer will discuss the options available for your spending selection. Once you make a decision, record the payment and subtract the amount before you leave that booth. The booth volunteer must initial their box on your form before you leave.

You may visit the booths in ANY order with the following exceptions: you must go to the Transportation booth and the Housing booth before you can visit the Insurance booth; leave the Chance booth until the end.

When you are finished, go to the Finish Line booth. As there are _____ minutes to complete the simulation, make sure you don’t stand in any line too long.

Before you start, let’s take time to thank all the community volunteers who have taken their time to be here today. We are very appreciative of their being involved in today’s simulation.

Any questions? Have fun and good luck in the “Real World”!

Booth-Specific Information Sheets

In the next section, you will find booth-specific information to provide to each community/business booth volunteer. Here is a checklist of what to include in each of these folders:

Booth Volunteer Folder Checklist

- _____ Simulation activity overview for their assigned booth that includes topic-specific data that mirrors their booth poster. These are the pages that follow.
- _____ Example copy of a student Simulation Worksheet
- _____ Name tag (if desired)
- _____ Contact information for simulation coordinator and Extension staff (optional)
- _____ A volunteer feedback form

Chance Booth

At this booth, participants learn how life can throw a “curve ball” when least expected. They choose a card from a large deck of “chances” that represent some of the unexpected expenses and income often encountered in daily life:

- “You receive a speeding ticket. Pay \$75.”
- “You have an accident and have to pay for health insurance.”
- “You receive a gift of \$100. Add it to your account.”

The job of the chance volunteer is to set out the pile of chance cards, word side down, and have each student select one card and follow its instructions. They must deduct or add that amount to the Simulation Worksheet. Calculators are provided for this. You can assist students with the calculations and assure they have their Worksheet balance up-to-date.

Many of the cards refer back to insurance and debt levels that the students have chosen. Therefore, they should have completed the Health and Wellness, Insurance, and Credit Card booths before visiting Chance.

If a student should happen to draw a card that does not apply (for example, a card having to do with a car accident when they have chosen to use public transportation), another card may be drawn. In general, however, a student must use the first card selected. If the student cannot afford to pay the amount required by their chosen Chance card, you should direct them to the Financial Advice booth.

Place selected cards back into the selection pile once the student is done. Students should write their new balance in their Worksheet before leaving your booth.

Once finished, place your initials in the box provided at the bottom of the student’s Simulation Worksheet to indicate he/she visited your booth. The student may then move onto the next booth.

Chance cards are in this folder. If they are not in the folder, copies can be found in the *Real Money. Real World.* curriculum. Consult with the simulation coordinator.

Child Care Booth

You will be providing information on child care to students who visit your booth.

Students will arrive at your booth with a hypothetical family situation. Students will have one, two or three children.

Students have been assigned ages for their children. It is not an option for the student's spouse, parents, or in-laws to take care of children. Explain that in many cases infant care costs more than toddler care (although that is not the case in the simulation).

Point out both the pros and cons of using in-home care or day care centers. After you explain the various child care options, students make a selection. Students must have child care if they have children. Have the students note that there is a discount for having multiple children in care (this discount is already factored into the prices). Have students record and deduct the monthly child care costs in their Simulation Worksheets.

Students should write their new balance in their Worksheet before leaving your booth.

Once finished, place your initials in the box provided at the bottom of the student's Worksheet/ Simulation Worksheet to indicate he/she visited your booth. If for some reason a student needs to return to your booth, work with him/her to explain any changes they need to make.

Child Care—Monthly Costs ¹		
Number of Children	Licensed Center-based Care	Home-based Care
1	\$800	\$600
2	\$1,280	\$960
3	\$1,920	\$1,440
¹ Source: Child Care Aware http://usa.childcareaware.org/advocacy-public-policy/resources/research/costofcare ; Amounts rounded to nearest ten.		

Definitions of Types of Care

Licensed Centers— Center-based care have classroom-like environments for larger groups of children (usually 7 or more). Qualified teachers provide care. Children are often cared for in groups with other children their own age. They may provide more enriching environments or diets than home-based care. Centers must be licensed by the Ohio Department of Job and Family Services (ODJFS).

Child Care in Provider's Home— Home-based care is provide in an individual's home in groups of six or fewer children. Providers do not need a license to operate a home-based care facility. Home-based care may provide a home-like environment for your child, but providers are not required to engage in enriching activities.

Clothing Booth

You will be working with the students to provide information regarding clothing costs.

Clothing spending can vary widely depending on the number and ages of people in your family, the dress code at the workplace, the stores where you shop, and the brands you choose. These are good discussion points as you help students determine their clothing spending choice.

Use the chart below to ask students about their style preferences and the kind of stores where they would buy clothing for themselves and their family. Good discussion points might be workplace dress codes and their view on name brands.

After you discuss the various clothing options, help students determine a realistic monthly clothing expense. **If they have a child under age 2, be sure to include \$50 per child age 0–2 for diapers.**

As the booth coordinator, you can choose to have students with a bachelor's degree or higher choose the designer option, as they will need to have business professional clothing for their place of employment.

Have students record and deduct monthly clothing expenses in their Simulation Worksheets. Calculators are provided for this.

Students should write their new balance in their Worksheet before leaving your booth.

Once finished, place your initials in the box provided at the bottom of the student's Simulation Worksheet to indicate he/she visited your booth. If for some reason a student needs to return to your booth, work with him/ her to explain any changes they need to make.

Monthly Expenditures for Apparel and Services		
Family Size	Basic Clothing (Thrift Stores, No-Label, Casual Wear)	Designer Clothing (Designer Labels, Business Wear)
2	\$140	\$200
3	\$180	\$250
4	\$220	\$300
5	\$260	\$350

Source: CEX 2017 bls.gov/cex/tables.htm

Note that CEX reports on average \$160/month for married couples no kids.

Communications Booth

You will help students with their monthly communications needs, which includes a choice of cell phone plan and internet providers.

After you explain the various communication options, students make choices based on their budgets and their realistic needs. Students may be tempted to choose the least expensive options, but discuss the likely consequences of having a certain cell phone plan over another, or an insufficient internet provider for their family's needs.

Have students record and deduct monthly communication costs in their Simulation Worksheets. You can assist students with decision-making and help them deduct the amount.

Students should write their new balance in their Worksheet before leaving your booth.

Once finished, place your initials in the box provided at the bottom of the student's Simulation Worksheet to indicate he/she visited your booth. If for some reason a student needs to return to your booth, work with him/ her to explain any changes they need to make.

Cell Phone plans		
	Description	Monthly Cost
Basic package	Unlimited texts and calling; No data	\$40
Limited data package	Unlimited texts and calling; 5G limit	\$70
Unlimited data package	Unlimited texts and calling; Unlimited data	\$120

Choose carefully, because in the real world there may be penalties to change phone plans.

Internet		
	Description	Monthly Cost
100Mbps	Emailing, light streaming, <5 devices	\$40
500Mbps	Lots of streaming, moderate gaming, >5 devices	\$60
1G	Intensive gaming, >5 devices	\$80

Contributions Booth

You will be providing information regarding the importance of contributing to non-profits and faith-based organizations. It is important for students to learn the value of giving back to their communities. You may want to mention various non-profits in your community from which the students can choose. The following examples can be used:

- 4-H or other local youth organizations—1% (0.01) of your gross monthly salary.
- Community donation—national average is between 3% and 5% of gross monthly salary. Many believe a 10% tithe to their religious community is important. Others choose to give to another local charity.

Youth select their contribution amount based on their budget and then write that amount in their Simulation Worksheet. The above rates are suggested rates only. Encourage students to give at least 1% of their gross monthly salary. They then deduct their contribution amount from their Simulation Worksheet to determine their balance. Calculators are provided for this.

If the student has a negative balance, they may forego a contribution.

Once finished, place your initials in the box provided at the bottom of the student's Simulation Worksheet to indicate he/she visited your booth. If for some reason a student needs to return to your booth, work with him/her to explain any changes they need to make

Credit Card Booth

You will be working with the students to provide information regarding credit card loans and how to use credit cards wisely.

At this booth, participants learn how credit cards can be used as a “short term loan” when life hands you a dilemma. Similar to the Chance booth, students will choose a card from the set available at the table. These cards should have been printed out in advance for you to have available on the day of the simulation.

The job of the credit volunteer is to set out the pile of cards, word side down, and have each student select one card. Once the card is selected talk students through the credit card payment process and explain the difference in final payments vs. paying in full.

The students must decide what payment option they can afford and deduct that amount to the Simulation Worksheet. Calculators are provided for this. You can assist students with the calculations and assure they have their Worksheet balance up-to-date.

If a student should happen to draw a card that does not apply (renters and non car owners), they DO NOT draw another card and mark credit on their Simulation Worksheet as zero. Although they don't pay, be sure the students look at the final payment column and understand how credit cards work so they don't abuse them in their future.

When done, students should return the card to you and move on to the next booth. Students should write their new balance in their Worksheet before leaving your booth. Once finished, place your initials in the box provided at the bottom of the student's Simulation Worksheet to indicate he/she visited your booth.

College Loans

In the spending simulation, students who have occupations that require college or technical school training will have school loan debt. Their education level is designated on their Simulation Worksheet. Students with a job requiring only a high school degree have no student loan debt.

Students must pay **AT LEAST** the minimum monthly payment charge (in bold) on their school loan balance.

Encourage them to pay back more than the monthly minimum.

Use the chart's "Total \$ Paid" rows to explain how much more it costs to pay back loans over a long period of time— and how long it can take!

It will be tempting for students to choose the 30 year option because it is the lowest monthly amount. Point out that if they incurred their college loans when they were 21 and take out a 30 year loan, they will be 51 years old when they finally pay it off.

College Loans at 6% Interest—Repayment Plan Options			
Technical School, Associate Degree, or Police Academy Loan Amount: \$12,000	10 Year	20 Year	30 Year
Estimated Monthly Payment	\$133	\$86	\$72
Total \$ Paid	\$16,000	\$21,000	\$26,000
Bachelor's Degree Loan Amount: \$27,000	10 Year	20 Year	30 Year
Estimated Monthly Payment	\$289	\$187	\$156
Total \$ Paid	\$35,000	\$45,000	\$56,000
Masters or Doctorate Degree Loan Amount: \$72,000	10 Year	20 Year	30 Year
Estimated Monthly Payment	\$800	\$516	\$432
Total \$ Paid	\$96,000	\$124,000	\$155,000
Source: National Center For Educational Statistics (nces.ed.gov); bankrate.com; Based on 6% fixed Interest Rate			

Have students with post-secondary degrees write "college loan payment" in their Worksheet and deduct the amount of their monthly payment from their Simulation Worksheet. Calculators are provided for this. Students should write their new balance in their Worksheet before leaving your booth.

Once finished, place your initials in the box provided at the bottom of the student's Simulation Worksheet to indicate he/she visited your booth. If for some reason a student needs to return to your booth, work with him/her to explain any changes they need to make.

Entertainment Booth

You will be providing information regarding entertainment opportunities. Students **must** select at least one option at your booth. If a student gets creative and doesn't want to go on a vacation but chooses to go for a walk or a picnic to save money, be sure to discuss hidden costs such as gasoline and parking fees. Very few activities are completely free! You might also discuss how saving some each month helps achieve "big" entertainment goals like vacations.

After students consider various entertainment costs, have them estimate a monthly amount to budget for entertainment. If they have children and choose an option that requires babysitting, be certain to add the cost per hour for babysitting to their total. Cost of babysitting is based on \$10 per hour for watching 1–2 children. If the student chooses an option that requires babysitting, help them figure the additional cost.

Entertainment Option	Cost	Hours of Babysitting (if required)	Babysitting cost
Movie (includes drink and popcorn to share)	\$20/person	4	\$10/hr. = \$40
Eating out	\$20/person	3	\$10/hr. = \$30
Pizza (delivered)	\$20	0	\$0
Video rental	\$5.00	0	\$0
Video or DVD from library	Free	0	\$0
Streaming Service (TV & Movie)	\$12.00	0	\$0
Pet – Dog	\$90/month	0	\$0
Pet – Cat	\$70/month	0	\$0
Concert	\$100/person	6	\$10/hr. = \$60
Sports Event (professional)	\$80/person	6	\$10/hr. = \$60
Sports Event (High School)	\$10/person	4	\$10/hr. = \$40
Amusement Park	\$70/person (ages 3+)	0 if children taken, 6 if not	\$0 or \$10/hr. = \$60
Walk in the park	0	0	\$0

Financial Advice Booth

Students visit your booth if they are in financial trouble. It is your responsibility to provide counseling advice for students and help them look at a variety of options at the booths they have already visited. Once finished, place your initials in the box provided at the bottom of the student's Simulation Worksheet to indicate he/she visited your booth. If for some reason a student needs to return to your booth, work with him/her to explain any changes they need to make.

1. Reduce Spending

The goal of *Real Money. Real World.* is to provide youth a realistic budgeting experience for a typical 27-year-old. You are allowed to "credit" their Worksheets (within reason) for actions they would be willing to take to reduce spending. Discuss the following options with them and add more of your own ideas. Depending on their feedback, you may, or may not decide to add a little additional money into their Worksheet. You might want to consider sending them back to a booth if you see they have made a choice that is more expensive than choices available. Here are some ideas you may want to suggest to reduce spending:

- **Food:** Don't eat out. Change to the least expensive grocery option: the thrifty plan. Cook from scratch.
- **Communications:** Cut back or eliminate cell phone, and/or Internet services. Use the public library for Internet services. Change phone to basic service. Some phone companies have programs to help individuals with limited resources.
- **Transportation:** Buy a used car to reduce payments. Trade in a car for a public transit pass. However, public transportation is sometimes not an option, especially in rural areas.
- **Housing:** Look at the number of children in the family to see if the student can trade their home for a cheaper one or maybe an apartment. For example, someone with only one child would not need a three-bedroom house or apartment. Two bedrooms would be a less expensive choice. **Note:** Students cannot share housing.
- **Clothing:** Cost depends on the number of children and the profession of the participant. Use thrift stores, garage sales, etc.

2. Retirement and Savings accounts

Students were asked to deduct income for retirement and emergency savings. Check the front of their worksheet to see if these savings can be diverted into their checking account to cover any budgetary shortfall. Be sure to explain the consequences of this to the student, and suggest that this is not a permanent solution to their financial struggles.

Increase Income

3. **One income option might be the Earned Income Tax Credit (EITC) if the student qualifies.** Find the student's income in the table below. Their EITC will depend on their earnings and number of children. Eligibility for the 2017 tax year is below.¹

Number of children	Monthly EITC Income if your income is less than 20,000	Monthly EITC Income if your income is less than 30,000 but more than 20,000	Monthly EITC Income if your income is less than 40,000 but more than 30,000	Monthly EITC Income if your income is less than 50,000 but more than 40,000
1	290	170	70	0
2	480	320	150	30
3	540	380	200	70

- 4. Try the gig economy.** There are increasingly ways to earn a little extra money without taking on a formal second job. Suggest some of the options below. Note that if they are initially eligible for EIC, gig economy income may cause them to be ineligible for EIC.

Note that in order to do any of these, they must have the appropriate resources available (i.e., must have a car to drive for a rideshare company; must have an extra room to rent it out). Students should also note that these numbers represent earnings; any expenses must still be deducted. For example, driving for a rideshare has high earnings, but students need to pay gas, additional insurance and maintenance out of this income.

Students may add no more than 80 hours/month of extra work (gig combined with second job).

Activity	Hours/Month	Monthly Income net of taxes
Dog-sit 5 nights/month (10 hours)	10	\$100
Rent out a room in your house if you own your house (10 hours)	10	\$300
House cleaning 12 houses/month (30 hours)	30	\$490
Start driving 80 hours/month for a ride-share service ¹ (80 hours)	80	\$980

- 5. Another income option is a second job.** Review supplemental income options using suggestions below. Note that if they are initially eligible for EIC, a second job may cause them to be ineligible for EIC.

Earnings from second jobs are less than from the gig economy, but these jobs have no additional expenses. They are also more regular.

Students may add no more than 80 hours/month of extra work (gig combined with second job).

Job	Hours/month	Monthly income net of taxes (at \$8.55 minimum wage)
Night shift as a Convenience store clerk	40 hours \$8.55 an hour	\$280
Retail store salesperson	60 hours \$8.55 an hour	\$420
Fast food restaurant	80 hours \$8.55 an hour	\$560

Remind students of the difficulties of working a second job, such as less time for family, increased transportation costs, additional child care costs, toll on your health, and stress.

Offer various approaches to the decision. For example, how many extra hours a month could you work? How much more do you need to earn? What jobs are most available in this area? What kind of job do you want to do?

Again, students may add at most a total of 80 hours/month.

¹ Median hourly wage of \$15/hour: [ridester.com/how-much-do-uber-drivers-make](https://www.ridester.com/how-much-do-uber-drivers-make)

6. Government Assistance

In the United States, we fund various social support programs to help struggling families make ends meet. Two such programs are the Supplemental Nutrition Assistance Program (SNAP), which some students may know as Food Stamps, and Medicaid, which provides free health insurance.

The goal of this simulation is to encourage occupation, spending, and saving choices to help them avoid a negative balance in their REAL future! However, if a student has a negative balance after exhausting all other options, check their eligibility for these programs. These programs are in place to help families get back on their feet in cases where they cannot afford necessities.

Refer to the tables below to whether the student is eligible for benefits.

Supplemental Nutrition Assistance Program, SNAP (a.k.a. Food Stamps)¹

SNAP provides benefits that can only be used for food. If a student qualifies, reduce their grocery bill by the benefit amount (but do not deduct more than the total grocery bill).

Total family size	Monthly net income must be less than: (includes all income from a second job)	Benefit Amount
2	\$1,400	\$350
3	\$1,700	\$500
4	\$2,100	\$640
5	\$2,500	\$760

Medicaid²

Medicaid provides health insurance without any premiums to lower-income families. If a student qualifies, deduct their health insurance premium costs.

Total family size	Monthly net income must be less than: (includes all income from a second job)
2	\$1,400
3	\$1,700
4	\$2,100
5	\$2,500

¹USDA, Food and Nutrition Service (Oct. 2018 through Sept. 2019) Retrieved 11/29/12 from: fns-prod.azureedge.net/sites/default/files/snap/FY19-Income-Eligibility-Standards.pdf

² benefits.gov/benefit/5940

Food Booth

You will be providing information regarding spending for groceries. Students must choose the same food plan for the entire family.

Be sure to have the students write in "food" on the Simulation Worksheet and deduct the amount they spent from their Worksheet balance. Students should write their new balance in their Worksheet before leaving your booth.

Approximate Cost for One Month for Groceries			
Age Group	Thrifty Plan	Moderate Plan	Liberal Plan
1 Adult	\$150	\$220	\$320
1 Child age 0-4	\$90	\$140	\$180
1 Child age 5-8	\$130	\$190	\$230
<p>*Amounts from 2018 Official USDA Food Plans: Cost of Food at Home at Four Levels, U.S. Average, October 2018</p> <p>For every member in the household, students must add the figures above to achieve the total monthly grocery bill.</p> <p>{Example: Student (\$150) + Spouse (\$150) + 2 year old (\$90) + 6 year old (\$130)= \$520 monthly grocery bill}</p>			

The differences between the tabled food plans have to do with the amount and type of food purchased. All plans assume that meals are prepared at home.

Help students consider food preparation time and skills, food preferences, and their budgets. The chart below might be a good discussion tool to estimate an overall category:

Thrifty	Moderate	Liberal
Few choices to meet budget		Wide variety of choices
Off brand or Store brand items		Name brand items
Discount stores/ couponing		Organic or high-end stores
Frozen/ Canned Vegetables		Fresh Fruits and Vegetables
Low-cost beans and meat choices		Fresh fish and expensive cuts of meat

Once finished, place your initials in the box provided at the bottom of the student's Simulation Worksheet to indicate he/she visited your booth. If for some reason a student needs to return to your booth, work with him/ her to explain any changes they need to make.

Health and Wellness Board

At this board, students will explore health insurance plans, as well as the opportunities that many workplaces offer to save money by engaging in healthy behavior.

Begin by asking students to identify which of the income ranges they belong to. Much like real life, insurance premiums are subsidized for lower-income individuals. Point out that in real life, you will also have to pay higher premiums if you have more children.

Students have the option of choosing a low or a high deductible insurance plan. Remind them what a deductible is (they should have learned this in lesson 2): this is the amount they will have to pay if they get sick before their health insurance will kick-in to cover the bill. A lower deductible plan has a higher monthly cost. Students can choose the high deductible plan to save money today; however, they are risking having a large expense if something bad happens (say, at the Chance booth...)

Income	Low deductible (\$500)	High deductible (\$2,000)
0-\$35,000	\$200	\$50
\$35,001-\$75,000	\$300	\$150
\$75,001 or more	\$400	\$250

Students also have the option to reduce their monthly insurance costs by agreeing to a biometric screening, or by committing to engage in physical activity. Students can save \$20 on their insurance premiums if they commit to the biometric screening, and up to \$20 if they commit to all four healthy activities (for a total of \$40).

Optional: If there is sufficient space and capacity, you may ask the students to perform 5 reps of physical activity to receive each \$5 savings on their insurance premium. Suggested activities (jumping jacks, walk in place, arm lifts, yoga/ stretching, etc.); activity should be based on each individual's abilities and can be chosen by student. Students can choose to complete 20 reps of their chosen activity to save \$20 on their premiums.

Have the students write "health insurance" in their Worksheet and deduct the amount of their net monthly payment from their Simulation Worksheet. Calculators are provided for this. Students should write their new balance in their Worksheet before leaving your booth.

Once finished, place your initials in the box provided at the bottom of the student's Simulation Worksheet to indicate he/she visited your booth. If for some reason a student needs to return to your booth, work with him/her to explain any changes they need to make.

Housing & Utilities Booth

You will be providing information to the students regarding housing choices. The samples below can be used during the spending simulation or the simulation coordinator may have given you housing options from your local county auditor to use.

Median rent, housing values, and mortgage payment information specific to your county can be found at the Ohio Department of Development website: development.ohio.gov/reports/reports_countytrends_map.htm. Under Ohio County Profiles, click to view. Click on your county. On the profile, three sections help you determine realistic housing examples. Scroll to: *Value for Specified Owner-Occupied Housing Units*, *Gross Rent*, and *Selected Monthly Owner Costs for Specified Owner-Occupied Housing Units*.

If a student chooses to purchase rather than rent, discuss how much, realistically, needs to be saved toward a down payment. In order to simplify the spending simulation process, the three purchasing options assume only 5% as a down payment.

If time allows, provide students information on how putting more money aside for a larger down payment would lower their monthly mortgage. The table at the end of this overview will assist you in this conversation with the students.

You must help the students factor in their family size and their net income when making their choice for housing.

A common guideline is that the monthly mortgage payment **should not exceed 30%** of a family's monthly net income. Students cannot share housing accommodations in the spending simulation.

Once the student has made their choice, be sure to have them write "housing" and the option letter of their choice (Houses A–C or Rental X–Z) in the Simulation Worksheet and deduct the amount they spent from their Worksheet. Students should write their new balance in their Worksheet before leaving your booth. Calculators are provided for this.

Once finished, place your initials in the box provided at the bottom of the student's Simulation Worksheet to indicate he/she visited your booth. If for some reason a student needs to return to your booth, work with him/ her to explain any changes they need to make.

Purchased Housing Choices	Monthly Mortgage Payment	+ Monthly Maintenance Costs	+ Property Tax	Utilities (water, electricity, gas)	= Total Monthly Payment
Option A: Single Story Home; 25 years old. 2 Bedroom, 1 ½ Baths, small lot. 1,100 sq. ft. Downtown Neighborhood. Price \$88,000	\$435	\$300	\$125	\$150	\$1,010
Option B: Two Story Home; 50 years old. 3 Bedroom, 2 Baths, Garage. 2,000 sq. ft. Downtown/ Historic Neighborhood. Price \$135,000	\$535	\$400	\$175	\$250	\$1,360
Option C: Two Story Home; 10 years old. 4 Bedroom, 3 Baths, Garage, 3 acer lot. 2,500 sq. ft. Cul-de-sacs Neighborhood. Price \$230,000	\$885	\$525	\$225	\$350	\$1,985
Useful tools: Mortgage calculator at bankrate.com ; Realty listings at National Association of Realtors at realtor.com					

Rental Housing Choices	Monthly Rent	+ Maintenance Costs	+ Property Tax	Utilities (water, electricity, gas)	= Total Rent
Option X: Apartment; 2 bedroom basement apartment, outside of town.	\$600	\$0	\$0	\$150	\$750
Option Y: Apartment ; 2 bedroom, newly renovated apartment, 1 car covered carport, Washer/dryer hookup, Basement storage unit. Centrally located neighborhood.	\$900	\$0	\$0	\$150	\$1,050
Option Z: Rented House; 3 bedrooms, newly renovated apartment, 2 baths, 1 car garage, Fenced back yard. Downtown/Historic Neighborhood. 1,500 sq. ft.	\$1,300	\$0	\$0	\$250	\$1,550

For additional teaching:

The impact of making a larger down payment on the houses available:

House A	20% down (\$17,600 rather than the 5% down of \$4,400) would allow the monthly mortgage to be \$350 rather than \$435
House B	20% down (\$27,000 rather than the 5% down of \$6,750) would allow the monthly mortgage to be \$435 rather than \$535
House C	20% down (\$46,000 rather than the 5% down of \$11,500) would allow the monthly mortgage to be \$745 rather than \$885

Utilities – electric, heat, water, sewage	
Number of bedrooms	Amount
2	\$150
3	\$250
4	\$350

Insurance Booth

You will be helping students purchase mandatory homeowner's/renter's insurance and car insurance if they purchased a car in the simulation. Health insurance premiums are calculated at the Health and Wellness booth.

Auto insurance rates are impacted by several factors, including age, gender, vehicle usage (business-work/ pleasure), history of safe (or unsafe) driving, selected liability limits, distance driven to work/school, and vehicle make and model.

Insurance Rates

Note that the list of premium estimates displayed below are based on a sample customer profile, and are not personalized quotes. Any quote you may receive based on your specific situation may be more or less than the estimates shown herein.

Sample Insurance Rates for Vehicles	
Deductible Amount	Per Month
Low Deductible (\$100)	\$60
High Deductible (\$500)	\$35

Sample Insurance Rates for Home	
Homeowners Insurance	Per Month
House A—\$88,000 value	\$55
House B—\$135,000 value	\$65
House C—\$230,000 value	\$85
Rates based on \$1000 deductible; replacement cost; \$300,000 Liability, \$1,000 medical, Frame construction.	
Renter's Insurance	Per Month
\$60,000 Contents value	\$15
Rates based on \$250 deductible; replacement cost; \$100,000 Liability, \$1,000 medical.	

What's a deductible?

A deductible is the amount you have to pay before your insurance company will cover a claim. For example, if your car is damaged and the total bill for the repairs is \$900, your insurance company will pay \$800 of the cost if you have the low deductible plan. It will only pay \$400 of the cost if you have a high deductible plan. The students learned about this in Lesson 2.

Once the student has made their choice, have them write "auto and housing insurance" in the checkbook register and deduct the total amount they spent from their Worksheet. Students should record their new balance in their Worksheet before leaving your booth. Calculators are provided for this.

Once finished, place your initials in the box provided at the bottom of the student's Simulation Worksheet to indicate he/she visited your booth. If for some reason a student needs to return to your booth, work with him/ her to explain any changes they need to make.

Transportation Booth

Reliable transportation is a vital living expense category that contributes to dependable job attendance and the accomplishment of daily tasks. Transportation is not optional. After you explain the various transportation options, students choose to buy a used or new car, or to take public transportation (if available in your area), based on their budgets.

Public Transportation
If available in your area, students can purchase a monthly bus pass with unlimited use for any route for \$50 each month per family.

New Vehicle					
Type of Vehicle (Current Model Year)	Price ²	Monthly Payment ³	MPG/Gas Cost ⁴	Minimum Maintenance*	Total Monthly Cost
Small Car (2-door)	\$18,000	\$327	29 / \$160	\$17	\$504
Medium Size Car (4-door)	\$23,000	\$417	22 / \$211	\$17	\$645
Luxury Car	\$70,000	\$1,270	18 / \$250	\$100	\$1620
Sport Utility Vehicle (SUV)	\$27,000	\$490	18 / \$257	\$17	\$764

Used Vehicle					
Used vehicles can be found in a wide price range for most models. Students may want to just pick a price range. Point out that lower-priced used cars are older and have higher mileage. Maintenance costs are higher than with new cars.					
Type of Vehicle (8 years old)	Price	Monthly Payment ⁵	MPG/Gas Cost ⁶	Minimum Maintenance*	Total Monthly Cost
Small Car (2-door)	\$7,000	\$109	29 / \$150	\$30	\$289
Medium Size Car (4-door)	\$10,000	\$181	22 / \$200	\$30	\$411
Luxury Car	\$20,000	\$363	18/ \$250	\$50	\$663
Sport Utility Vehicle (SUV)	\$15,000	\$272	16 / \$300	\$30	\$602

References: *Consumer Reports*, 12/04/2018; bankrate.com, 12/04/2018, fuelconomy.gov, 12/04/2018.

¹All model types equipped with power windows and locks, air conditioning, automatic transmission, curtain airbags. ²Prices are *Consumer Reports*' lowest priced "recommended model" in type category.

³Monthly payment assumes a 60-month loan at 3.4% as featured on bankrate.com, December 4, 2018 (rounding up to nearest dollar amount).

⁴Miles per gallon (MPG) as listed in *Consumer Reports*. Gas is based on driving 15,000 miles/year, paying \$3.70 /gallon.

⁵Monthly payment assumes a 36-month loan term at 3.63% as featured on bankrate.com, December 4, 2018 (rounding up to nearest dollar amount).

⁶Miles per gallon (MPG) is based on driving 15,000 miles/year, paying \$3.70/ gallon, as listed on fuelconomy.gov.

*Minimum maintenance is based on \$40 oil changes every 3,000 miles and driving 15,000 miles per year.

Once the student has made their choice, be sure to have them write "transportation" in the Simulation Worksheet and deduct the amount they spent from their Worksheet. Students should write their new balance in their Worksheet before leaving your booth. Calculators are provided for this.

Once finished, place your initials in the box provided at the bottom of the student's Simulation Worksheet to indicate he/she visited your booth. If for some reason a student needs to return to your booth, work with him/ her to explain any changes they need to make.

Printable Chance Cards

<p>Surprise! You host your mother's 50th birthday party. Deduct \$50 for the cake and decorations.</p>	<p>You win \$50 worth of free groceries in a raffle. Add \$50 into your account.</p>
<p>Ate too many sweets. You have a cavity; get it filled. Cost is \$120.</p>	<p>Purchase a wedding gift for your best friend and her fiancé. Deduct \$50.</p>
<p><u>If you don't have a car, draw again.</u> Parking is more expensive than you expected Deduct \$10 from your account.</p>	<p>You've been clipping coupons and you saved on your grocery bill this month! Add \$60 to your account.</p>
<p>Your investments paid off with a dividend check. Add \$150 to your account.</p>	<p>Your bank statement arrives. You overdrew your bank account. Deduct \$50 in fees.</p>
<p>You referred a friend who opened an account with your bank. Add \$100 to your account.</p>	<p><u>If you rent your home, draw again.</u> A windstorm damages your roof. Your homeowner's insurance policy requires you to pay a \$500 deductible. Visit financial advice booth if you cannot pay.</p>
<p>Lucky you! Cousin Sally agrees to take care of your children for \$300 per child per month. If you already paid for child care, add your child care cost back into your Simulation Worksheet and then deduct Sally's costs.</p>	<p>The town charity drive sends you a contribution request. Donate \$20.</p>

<p>Your child breaks a window playing baseball. Pay \$60 to get it fixed.</p>	<p><u>If you take public transit, draw again.</u></p> <p>You get in a car accident. It will cost \$500 to repair your car. If you chose high-deductible insurance, pay \$500; if you selected low-deductible, pay \$100. Visit financial advice booth if you cannot pay.</p>
<p><u>If you take public transit, draw again.</u></p> <p>A branch falls on your car and it will cost \$300 to fix. If you chose high-deductible insurance, pay \$300; if you selected low-deductible, pay \$100. Visit financial advice booth if you cannot pay.</p>	<p><u>If you rent your home, draw again.</u></p> <p>Call the plumber! The sink is clogged. You cannot clean it out. Pay \$75.</p>
<p><u>If you own your home, draw again.</u></p> <p>Your landlord decides to sell your house and you have to move. Pay \$200 in moving expenses.</p>	<p>You overpaid your utility bill by \$25 last month. Add \$25 back into your account.</p>
<p>Uncle Ralph sends you a birthday gift of \$100. Don't forget to thank him.</p>	<p>You win \$100 in the local grocery store cash giveaway.</p>
<p>Your child needs a new winter coat. Deduct \$50</p>	<p>A new store has a grand opening. You win a \$100 gift certificate.</p>
<p>Your child is signed up for a field trip to a museum. Cost is \$7 per school-age child.</p>	<p>It's time to plant spring flowers. Pay \$25 for plants.</p>
<p>Sell your scrap gold jewelry and get \$150.</p>	<p>Hold a garage sale. You earn \$200</p>

<p>You inherit \$3,000 from Aunt Effie.</p> <p>Dear, sweet Aunt Effie.</p> <p>This is of course a one-time windfall that you should add to your account.</p>	<p>You inherit \$500 from Uncle Samir.</p> <p>This is of course a one-time windfall that you should add to your account.</p>
<p>Happy Holidays!</p> <p>You receive a gift of \$100.</p>	<p>Surprise!</p> <p>You find an extra \$20</p> <p>in your coat pocket from last winter.</p>
<p>You've made some extra money selling clothes through consignment.</p> <p>Add \$75 to your account.</p>	<p>You used your debit card but didn't have enough money to pay for the purchase.</p> <p>Deduct a \$30 overdraft fee.</p>
<p>Someone steals your trash can.</p> <p>Buy a new one for \$35.</p>	<p>Your child breaks her arm and her medical care costs \$1,000. If you chose the low deductible plan, pay \$500. If you chose the high deductible plan, pay \$1,000.</p> <p>Visit financial advice booth if you cannot pay.</p>
<p>You get an ear infection and have to be hospitalized. Your care costs \$800.</p> <p>If you chose the low deductible plan, pay \$500. If you chose the high deductible plan, pay \$800.</p> <p>Visit financial advice booth if you cannot pay.</p>	<p>Your credit card interest rate increases. If you chose to pay off any debt over 3 or 5 years, increase your monthly payment by \$50. If you chose to pay off in 1 year, or if you paid in full, do not increase your payment.</p>
<p>Your credit card interest rate increases.</p> <p>If you chose to pay off any debt over 3 or 5 years, increase your monthly payment by \$20. If you chose to pay off in 1 year, or if you paid in full, do not increase your payment.</p>	<p>Your credit card interest rate increases.</p> <p>If you chose to pay off any debt over 3 or 5 years, increase your monthly payment by \$75. If you chose to pay off in 1 year, or if you paid in full, do not increase your payment.</p>

If you have a car, draw again.

You have to visit your uncle in a small town where public transportation does not service.
Pay \$100 to rent a car.

Your child develops allergies. **Pay \$75 for allergy testing**

If you take public transit, draw again.

You overpaid your taxes. **Get a \$400 refund.**

Your car breaks down. Pay \$300 to fix it, or start using public transit.

Credit Booth Printable Cards

Unexpected Travel- \$500

Payment Options	Monthly Payment	Final Payment Total
Pay In Full	\$500	\$500
Pay Over 1 Year	\$50	\$600
Pay Over 3 Years	\$35	\$840
Pay Over 5 Years	\$20	\$1,200
Website Used to Calculate Payments (Rounded for easy math) http://www.moneychimp.com/calculator/compound_interest_calculator.htm		

Refrigerator Breakdown- \$1,500

Payment Options	Monthly Payment	Final Payment Total
Pay In Full	\$1,500	\$1,500
Pay Over 1 Year	\$150	\$1,825
Pay Over 3 Years	\$75	\$2,720
Pay Over 5 Years	\$60	\$3,600
Website Used to Calculate Payments (Rounded for easy math) http://www.moneychimp.com/calculator/compound_interest_calculator.htm		

Washer and Dryer Breakdown- \$2,000

Payment Options	Monthly Payment	Final Payment Total
Pay In Full	\$2,000	\$2,000
Pay Over 1 Year	\$200	\$2,435
Pay Over 3 Years	\$100	\$3,625
Pay Over 5 Years	\$80	\$4,800
Website Used to Calculate Payments (Rounded for easy math) http://www.moneychimp.com/calculator/compound_interest_calculator.htm		

Automobile Expenses- \$3,500 (Non car owners don't pay)

Payment Options	Monthly Payment	Final Payment Total
Pay In Full	\$3,500	\$3,500
Pay Over 1 Year	\$355	\$4,265
Pay Over 3 Years	\$165	\$5,940

Pay Over 5 Years	\$145	\$8,700
Website Used to Calculate Payments (Rounded for easy math) http://www.moneychimp.com/calculator/compound_interest_calculator.htm		

Major Home Repair- \$4,000 (Renters don't pay)

Payment Options	Monthly Payment	Final Payment Total
Pay In Full	\$4,000	\$4,000
Pay Over 1 Year	\$400	\$4,875
Pay Over 3 Years	\$200	\$7,250
Pay Over 5 Years	\$165	\$9,900
Website Used to Calculate Payments (Rounded for easy math) http://www.moneychimp.com/calculator/compound_interest_calculator.htm		

Sample Pre-Event Press Release for Local Newspaper**FOR IMMEDIATE RELEASE**

Date:

Source/Contact: Name, OSU Extension, County

Students at _____ School Link Education with Their Future Through Live “Real World” Simulation

As adults, each of us works hard to make our monthly income cover the necessities and still have some left over at the end of the month for retirement savings and long-term goals. Wouldn't it be great if we could have had a “trial run” at adult spending decisions while we were still young and able to choose our future career?

That's the idea behind *Real Money. Real World.*, a program developed by Ohio State University Extension and coordinated locally by _____. This program allows middle and high school students to make life choices and get a taste of the real world.

On _____ students from _____ School had an opportunity to experience first-hand how expenses for necessities, as well as luxuries, must be balanced with the reality of monthly income. Students were given an occupation, monthly income, credit card debt, and even a child or two. “*Real Money. Real World.* helps youth realize that their career choice, the education required for a career, and potential lifestyle are related,” said _____, _____ County 4-H Youth Educator.

Here's how *Real Money. Real World.* works: School officials and the local program coordinator invite community business representatives and volunteers to volunteer at spending booths at the school. The booths provide various services such as banking, groceries, transportation, child care, and utilities. With their monthly “paychecks” in hand, students are required to visit each store to purchase goods and services. Those who spend wisely may have money left over at the end of the month; students who make lower salaries or make expensive purchases barely break even, or may even go bankrupt. For those who can't make ends meet, there's a Financial Advice booth where advice and options are offered.

It's all just make-believe, but it carries a serious message. “A lot of teens have big ideas about buying a fancy car or a big house, but they really can't afford it. Going through *Real Money. Real World.* and seeing for themselves how expensive life can be makes a big impact with the students,” said _____.

Real Money. Real World. is planned to simulate real life as closely as possible. Students select or are assigned a career, and number of children. Careers all have various education requirements and when they require degrees beyond high school, students are required to make monthly student loan payments. Some students may want or get assigned a minimum wage job. This job may sound like a lot of money to someone who is 16, but we want them to ask themselves if minimum wage will meet their needs when they are responsible for a family as an adult.

As the day begins, students quickly learn how child care is one of their biggest expenses. They also must visit the “chance” booth where “life” deals them something unexpected. It could be good, like winning free groceries or bad, such as having to buy new tires for the car.

The popularity of *Real Money. Real World.* is growing. The next *Real Money. Real World.* simulation will be held on _____ at _____ School.

For more information, contact _____ at the _____ County Extension office at _____ or e-mail at _____.

Sample Press Release Follow-Up

FOR IMMEDIATE RELEASE

Date:

Source/Contact:

Real Money. Real World.: Students at _____ School Link Education with Future Lifestyle Choices

With the help of many community volunteers who staffed 14 business booths, eighth graders from _____ School participated in a *Real Money. Real World.* simulation. Students were assigned a career, a monthly salary and a specific number of children. Each student visited the various booths making spending choices based on their family situation hoping they would have enough money to make ends meet at the end of the month.

The program includes four classroom lessons to prepare students to assume the role of a 27-year-old adult who is the primary income provider for a family. They received an occupation, monthly salary, and the number of children they are raising. Students learned to subtract savings, taxes, and other deductions from their monthly income. The amount of money left over is what they spent during the simulation activity. Students spent their money at booths staffed by community volunteers on items typically found in a monthly budget including housing, utilities, groceries, insurance, child care, and transportation. Throughout the activity, students kept track of their finances and attempted to complete the simulation with a positive balance.

The program is a product of The Ohio State University and was organized for the community by Extension Educator _____ in collaboration with _____.

One of the biggest surprises to participants was the cost of child care. One youth, who came into the simulation with only an \$1,800 monthly salary and two children, was discouraged to discover at the child care booth that day care for his two children would be over \$880. Volunteers at the Financial Assistance booth assisted him in getting a second part-time job after he discovered that "giving his children back" was not an option.

"I had three kids, so I had to give up my sports car to have enough money," noted _____ of his experience in the simulation. _____, with her three children, also was able to make ends meet, but noted that she had a good-paying job.

During the post-simulation lesson, students reflected on their experience and what they learned by completing a self-assessment. The students thoroughly enjoyed their experience but were shocked at how hard it was to meet a monthly budget. Many had newfound respect for their parents and what they deal with on a daily basis. At the end of the experience, student comments included, "Kids are expensive," "I need to stay in school and graduate in order to get a better job later," "Life is a whole lot harder than I thought," and "I need to get the important stuff out of the way first."

As reported in a *Real Money. Real World.* follow-up study, students reported significant changes in their financial behavior after the program. Over 80% of participants reported changes in the extent to which they now repay money owed on time, set aside money for the future, and compare prices. Over three-fourths of students indicated they now think more carefully about spending money.

If you would like more information about the *Real Money. Real World.* program, please contact _____ at the _____ County Extension office.

(Date)

Sample Community/Business Booth Volunteer Confirmation Letter

Dear *Real Money. Real World.* Volunteers:

Thank you for volunteering to help at the *Real Money. Real World.* Simulation at XYZ School. *Real Money. Real World.* will take place on _____ in the school gymnasium from 10:00 a.m. to 12:00 noon. Prior to the simulation we will hold our volunteer orientation beginning at 9:15 a.m. This orientation will prepare you for success in your role and hopefully make the simulation run smoothly. All needed materials will be there. You are welcome to bring signs and give away items from your business or organization.

Real Money. Real World. allows students to learn through hands-on experiences about costs of living on their own, making decisions, and evaluating the consequences of their decisions. Through this simulation of real-life decisions, students draw an occupation and family situation and are then given a salary equivalent to the average monthly salary in their simulated occupation. In the classroom lessons before the simulation, they work through the reality experience of opening a checking and savings account; making consumer decisions; paying bills; and budgeting. These activities are done as students spend their salaries for the necessities and luxuries they envision as part of their adult lifestyle, as well as pay taxes and save for the future. For more information on *Real Money. Real World.*, check out the website at realmoneyrealworld.osu.edu.

As you can see, this is going to be a valuable experience for the eighth graders involved. We appreciate your cooperation and help in our project. If you have any questions, please call me at _____.

Sincerely,

Signature

Block (Name)

(Title)

Sample General Volunteer Confirmation Letter

Date _____

Volunteer Name _____

Address _____

Dear Volunteer Name,

Thank you for your willingness to assist with the *Real Money. Real World.* program for _____ school students. The *Real Money. Real World.* volunteer orientation will be _____ at the school. We will be going over all the specifics of what *Real Money. Real World.* entails. If you are unable to be there, please call me so we can talk more about your responsibilities.

The simulation is scheduled for _____. The event will begin promptly at 9:00 a.m. The first group of eighth graders will rotate through the simulation from 9:00 to 10:15 a.m. The second group will rotate through from 10:30 to 11:45 a.m. You will be finished at noon.

Please plan to be at the _____ by 8:45 a.m. Booth volunteers will be setting up their booths. You may be asked by the program coordinator to assist students, assist at a booth, help with refreshments, collect evaluations, or clean up.

We look forward to working with you. See you on _____, at _____ in the _____ of the school. Please let me know if you have any questions.

Signature _____

Block (Name) _____

(Title) _____

Enclosures Brochure Schedule

Sample Volunteer Thank You Letter

Volunteer Name

Volunteers Business

Address

Dear _____:

Thanks so much for your assistance in helping make the *Real Money. Real World.* simulation on (date) at (location) a huge success. I continue to see parents, teachers, and business volunteers who share positive comments regarding the program. Your time and assistance were greatly appreciated. The program could not have been a success without the involvement of our volunteers.

According to comments we have received from students, participants truly received a real dose of reality through being involved in the program. Some of the comments we have heard include, "I have a new appreciation for my parents and the decisions they make. I had no idea that being an adult was so difficult." Another said, "I didn't realize how expensive children are. I am going to wait a while to start a family." One other comment was, "I had to get two extra jobs just to pay my bills. I am going to start keeping my grades up so I can get a better job."

Again, thanks for your time and support of this unique program. Your involvement helped make an important impact in the lives of (number) students as they began to develop life skills in financial management.

Sincerely,

Signature

Block (Name)

(Title)

Volunteer Evaluation

Real Money. Real World. is a signature program from Ohio State University Extension and the educators who brought it to your community are always looking for ways to improve the learning experience for young people. As a volunteer, you have valuable insights that will help us! Please take time to complete and turn in this evaluation before leaving today.

Name: _____ Date _____

Location: _____ Booth: _____

1. Did you feel well prepared for today's volunteer experience?
2. Were students ever struggling to understand the choices at your booth? If so, what would help?
3. Please share a favorite moment that showed that students were indeed learning financial concepts.
4. Do you have suggestions for improving today's spending simulation?
5. Please provide the name and contact information of anyone else you believe would like to volunteer at *Real Money. Real World.*
6. Would you be willing to volunteer again at *Real Money. Real World.*? If so, would you be willing to volunteer at a different school?

Thank you for contributing to program revisions and upgrades.

Simulation Coordinator Input Tool

We value the time and effort you provided to organize an event such as *Real Money. Real World.* Please let us know where we as Extension educators can provide you with more information or resources.

Please use the space below and the back side of this paper to answer the following questions and to provide additional insights regarding *Real Money. Real World.*

1. Did the Spending Simulation Coordinator section provide you with sufficient information to encompass all aspects of the coordinator position? If not, please explain.
2. Did the Spending Simulation Coordinator section enable you to answer most questions by volunteers?
3. Please add any additional comments for educators to consider adding to this section or other information that would help improve the *Real Money. Real World.* program.

Thank you

**THE OHIO STATE UNIVERSITY**COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES