

Session 1

Planning to Succeed Financially (parents)

Earning Money (children)



Planning for this Session

Room Set-Up

- This session requires the use of two rooms—one for the Family Time and Children’s Lesson and another for the Parents’ Lesson. Below is guidance for setting up each room. Since facilities will vary, make accommodations as needed.

Room A – Family Time and Children’s Lesson

- Seating for both parents and children during Family Time (chairs, tables, and/or carpeted area on floor)
- Tables for children’s activities during Children’s Lesson
- Tables for snacks and registration materials (name tags, check-in list, etc.)
- Name of program and leader(s) posted on wall or board so all can see
- Area to display related storybooks (optional)

Room B – Parents’ Lesson

- Tables and chairs for parents during Parents’ Lesson
- Projection screen
- Table for projector (overhead or LCD)
- Table for laptop computer (if used)
- Table or other area for parent take-home items (file boxes)

Materials Checklist	
Family Time	<input type="checkbox"/> Name tags <input type="checkbox"/> Markers and pencils <input type="checkbox"/> Cups <input type="checkbox"/> Beverage <input type="checkbox"/> Plates <input type="checkbox"/> Napkins <input type="checkbox"/> Storage bags <input type="checkbox"/> Snack <input type="checkbox"/> Storybook: <i>The Berenstain Bears’ Trouble with Money</i> by Stan and Jan Berenstain <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____

Materials Checklist	
<p>Parents' Lesson: Planning to Succeed Financially</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Equipment to be used (gather and test) <ul style="list-style-type: none"> ___ Laptop and projector to show Presentation slides OR ___ Overhead projector to show transparencies made from the Presentation slides ___ Extension cord <input type="checkbox"/> Flip chart, chalkboard, or dry-erase board <input type="checkbox"/> Markers or chalk <input type="checkbox"/> Sample of a household filing system (instructor-created) <input type="checkbox"/> Copies of Session 1 Presentation <input type="checkbox"/> Folders for parent handouts (1 per family) with handouts: <ul style="list-style-type: none"> ___ 1.1: Key Points and General Conversation Starters ___ 1.2: Conversation Starters – Earning Money ___ 1.3: Conversation Starters – <i>The Berenstain Bears' Trouble with Money</i> ___ 1.4: Everyday Ways to Teach Kids Positive Money Management Skills ___ 1.5: Where Are Your Family Records? ___ 1.6: A Sample Home Filing System ___ 1.7: Home Filing System Organizers ___ 1.8: Evaluation ___ Reading List (found at end of tab) <input type="checkbox"/> Donated Materials: It is suggested that you seek donations, in kind or monetary, in order to provide each of the families with the following take-home materials: <ul style="list-style-type: none"> ___ Blank labels for the organizers (30 per family) ___ Take-home file box or other container (1 per family) ___ Manila file folders (25-30 per family) ___ Hanging files (10-15 per family) <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____

Materials Checklist	
Children's Lesson: Earning Money	<ul style="list-style-type: none"> <input type="checkbox"/> Storybook for the lesson: <i>The Berenstain Bears' Trouble with Money</i> by Stan and Jan Berenstain (used in Family Time first) <input type="checkbox"/> Take-home storybook (suggested, 1 per family): <i>The Berenstain Bears' Trouble with Money</i> by Stan and Jan Berenstain <input type="checkbox"/> Additional books from the suggested reading list provided at the end of the lesson (display the day of the session and/or read 1-2 if there is extra time) <input type="checkbox"/> Flip chart, chalkboard, or dry erase board <input type="checkbox"/> Markers (red, green and black) or chalk <input type="checkbox"/> (4) 5" x 7" index cards <input type="checkbox"/> Visual: Needs and Wants (make 1 copy and cut along dotted lines) <input type="checkbox"/> Handout: Earning Money Coloring Sheet (1 copy per child) <input type="checkbox"/> Tape <input type="checkbox"/> Crayons <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____

Session 1 Schedule

- Fill in the table below with the actual start times for each portion of the session. Share the schedule with all leaders to help keep the session running according to schedule.

Start Time	Activity	Suggested Duration
Preparation		
	Room set-up and advance preparation	60 minutes before start time
	Snacks and registration materials available to arriving families	25 minutes before start time
Family Time (35 minutes)		
	Welcome	10 minutes
	Program introduction	5 minutes
	Read story and brief discussion	15 minutes
	Parents move to other room	5 minutes
Lessons (60 minutes)		
	Children's and parents' lessons	60 minutes
Conclusion		
	Parents reunite with children	
Clean Up		
	Return rooms to original set-up and clean up after session	