

FUNdamental Finance for Farmstands



Teaching 14-18 Year Olds How to Handle
the Financial Aspects Necessary to Operate a Youth Farmstand
A Series of Four Experiential Learning Activities



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FUNdamental Finance for Farmstands

Teaching 14 - 18 Year Olds How to Handle
the Financial Aspects Necessary to Operate
a Youth Farmstand

Introduction

FUNdamental Finance for Farmstands was developed as the in-school component to prepare teens to work in youth-run farmstands during summer months. Since the farmstand is a retail operation, youth workers benefit greatly from pre-season training when supported by guidance and reinforcement to learn how to:

- operate a cash register and make change for customers
- provide receipts when requested
- prepare bank deposits
- reconcile a cash drawer
- pay farmers and other vendors
- document all financial transactions and balance a bank check register

This curriculum series teaches teens the basics of entrepreneurial finances as well as important life skills. Each lesson helps prepare them for the workforce, most especially a youth farmstand, or other jobs requiring money handling and basic banking. Since the youth farmstand work experience is likely to be the first job for many young teens, the curriculum includes a lesson on budgeting to help new workers learn to distinguish between their needs and wants.

Through all the financial education lessons, youth learn new skills to help them become successful money managers. Each activity helps youth learn how to acquire and evaluate information as well as analyze their own finances. All lessons are hands-on and interactive.

Thank you for choosing *FUNdamental Finance for Farmstands* as the curriculum to help prepare your youth to competently handle the money aspect of their workplace experience.

The curriculum can be adapted to special needs and/or at-risk teens by incorporating Differentiated Instruction.

Various learners will benefit from this curriculum:

- *Visual* learners will have the educational materials to see and experience.
- *Auditory* learners will listen to directions and follow up with each activity.
- *Kinesthetic* learners will be able to have the hands-on experience provided in each activity.
- Any learners that need accommodations may be able to take the activity home to work on with family support.

Credits

Written by:

Linda Strieter, County 4-H Agent,
Rutgers Cooperative Extension

On behalf of :

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Contributing Author:

Shannon Dare, Rowan University,
Glassboro, NJ

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Lesson 1—*Hill of Beans*

Youth learn to budget their money using dry beans as a medium of exchange. Lifeskills gained through this activity include enhanced communications skills, such as conflict resolution, financial literacy, problem solving, resource management and group process.

Lesson 2 – *Check it Out*

Youth learn how to manage a checking account. Youth practice keeping records, completing a deposit slip and a check register, and writing checks. Skills gained in this activity are improved financial literacy by first learning about and then practicing, basic math, problem solving, money management, record keeping, and banking procedures.

Lesson 3 – *Fun with Farmstand Finances*

Youth learn money handling and making change and when and how to write and use receipts in a farmstand or other retail sales operation. In this activity, youth are given simple recipes. They determine how much of each ingredient they will need, then “buy” enough produce to prepare a dish. After completing a produce order/receipt, they “pay” for the needed items.

Week 4 – *Banking on It – A Skillathon*

By completing three separate activities, youth practice what they have learned and put into action the money management skills, farmstand/retail money handling, financial literacy, and lifeskills gained through the previous lessons and activities in the series.

After Series Evaluation Form—This (optional) form on page 38 can be used after the completion of the series. The results may provide overall feedback. The questions on the form may help youth set goals, as well as, share what and how much information and skills they retained.

How to Use this Curriculum

Fundamental Finance for Farmstands is designed to help prepare teens age 14—18 to operate a youth farmstand or other youth run retail operation in either a formal or informal educational setting. The lessons should be taught in the order suggested so that, by the final session, youth are able to demonstrate the skills and knowledge they have gained.

A **pre-test** is the initial step in implementing this curriculum, prior to teaching the first lesson during the same session (if time allows) to assess a benchmark of learner’s abilities. The test consists of a blank check, deposit slip, and check register with instructions on completing each form. Regardless of the youth’s self-identification of basic banking, he/she should attempt to complete all sections of the pre-test.

If the youth self identifies that he/she has **never** written a check nor deposit slip, the instructor may opt to score the pre-test as unable to complete (zero score) or encourage youth to use logic and reasoning rather than prior knowledge to complete the test. If the youth self identifies that he/she **has** seen a written check, then he/she should complete the pre-test and do the same for the deposit slip and check register.

The **post-test** should be administered to all youth after the completion of all four weeks of lessons/activities. The post test is conducted during the fourth session as a component of the *Workplace Skillathon*. Scoring charts on pages 9 and 10 will help assess individual improvement.

The first activity, *Hill of Beans* starts with discussing goal setting, needs vs. wants, income, expenses, and cash management; that

is, how we spend our money. The instructor should encourage input and discussion to help all youth better understand the differences between needs and wants.

Through *Check it Out*, the instructor guides the youth through filling out a check register, completing a deposit slip and writing checks, that is basic banking procedures.

In the next activity, *Fun with Farmstand Finances*, youth learn an important basic workplace skill needed for any retail establishment: money handling. They learn how to make change and work with an order form/receipt when completing sales transactions.

In the fourth and final activity, youth think they’re just having fun, but actually they’re *Banking on It* which is a specially designed “*Workplace Skillathon*.” This activity works best by dividing the youth as separate groups into three “locations/settings:” 1 & 2. at a bank and 3. a produce stand. At each site, youth practice different financial skills. Staff each station with helpers (teaching assistants, etc.) to observe youth and collect completed activity forms.

Station 1: Preparing a Deposit Slip – Give each youth an envelope holding 2-3 checks, play money and a blank deposit slip. The skill challenge is to correctly complete the deposit slip using the enclosed “money” and “checks.”

Station 2: Filling out Bank Forms – Youth complete a check and a deposit slip (post-test).

Station 3: Produce stand - Youth are customers and in this role they choose items/ make purchases on a receipt using a budgeted amount of “cash”.



FUNdamental Finance for Farmstands

(Youth Worksheet)

Pre _____ Post _____ School _____

Have you ever seen a completed check? Yes? _____ No? _____

Fill out this check with the following information

- To: The Green Company
- For \$9.10 (\$ Nine and 10/100.....)
- On June 2, 2____
- Sign as *4-H Youth*
- You are buying school supplies

4-H Youth	10-123	1003
111 Main Street		
Hometown, USA 00008	DATE _____	
Pay to the order of _____	\$ 	
		DOLLARS
Hometown Bank		
123 Main Street		
Hometown, USA 00008		
<u>MEMO</u>		
:031301195:	931 88 566	1003

Have you ever seen a completed deposit slip? Yes? _____ No? _____

Fill out the deposit slip below with the following information

- On June 3, 2____
- \$25.00 check from your uncle
- \$8.50 cash
- Paycheck for \$45.28
- Total deposit

Deposit Slip	Dollars	Cents
4-H Youth 111 Main St. Hometown, USA 00008 DATE _____ Hometown Bank 123 Main St. Hometown, USA 00008 :031301195: 931 88 566 1003	Total Items 	.
		.
		.
		.
		.
		.
		.
	Total Deposit	\$

FUNdamental Finance for Farmstands

(Youth Worksheet)

Pre _____ **Post** _____ **School** _____

Have you ever seen a completed checkbook register? Yes? _____ No? _____

Fill out the checkbook register with the following transactions. Use the white lines to write in your information. Use gray lines to do your math.

Transactions already on form

Opened Account
On May 1, 2____
For: \$1000

Check 1002
On May 15, 2____
To: Farmer Brown
For: 16.40

1.) -Check 1003

-On May 16, 2____
- To: The Green Company
-For: \$ 9.10

2.) -Deposit

- On May 17, 2____
- \$45.28

3.) -ATM Withdrawal

- On May 18, 2____

Check No.	Date	Transaction Description	Payment/Debit (-)		Fee (-)		Deposit/Credit (+)		BALANCE	
	5/1/__	Opened Account					\$1000	00	\$1000	00
									-16	40
1002	5/15/__	Farmer Brown	16	40					983	60

FUNdamental Finance for Farmstands

Answer Key

Have you ever seen a completed check? Yes? _____ No? _____

Fill out this check with the following information

- To: The Green Company
- For \$9.10 (\$ nine and 10/100.....)
- On June 2, 2____
- Sign as *4-H Youth*

4-H Youth	<u>10-123</u>	1003
111 Main Street Hometown, USA 00008	<u>June 2, 2</u>	
Pay to the order of <u>The Green Company</u>	\$	9.10
\$ Nine and 10/100_____		DOLLARS
Hometown Bank 123 Main Street Hometown, USA 00008		
MEMO: <u>School Supplies</u>	<u><i>4-H Youth</i></u>	
:031301195: 931 88 566 1003		

Have you ever seen a completed deposit slip? Yes? _____ No? _____

Fill out the deposit slip below with the following information

- On June 3, 2____
- \$25.00 check from your uncle
- \$8.50 cash
- Paycheck for \$45.28
- Total deposit

Deposit Slip		Dollars		Cents
		25	.	00
4-H Youth 111 Main St. Hometown, USA 00008		8	.	50
		45	.	28
DATE <u>June 3, 2</u>			.	
			.	
Hometown Bank 123 Main St. Hometown, USA 00008			.	
			.	
:031301195: 931 88 566 1003			.	
		78	.	78
Total Items		<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div>		
Total Deposit		\$ 78 . 78		

FUNdamental Finance for Farmstands

Answer Key

Have you ever seen a completed checkbook register? Yes? _____ No? _____

Fill out the checkbook register with the following transactions. Use the white lines to write in your information. Use gray lines to do your math.

Transactions already on form

Opened Account
On May 1, 2____
For: \$1000

Check 1002
On May 15, 2____
To: Farmer Brown
For: 16.40

1.) -Check 1003
-On May 16, 2____
- To: The Green Company
-For: \$ 9.10

2.) -Deposit
- On May 17, 2____
- \$45.28

3.) -ATM Withdrawal
- On May 18, 2____
-\$100.00
-Transaction fee \$1.50

Check No.	Date	Transaction Description	Payment/Debit		Fee (-)		Deposit/Credit		BALANCE	
				(-)			(+)			
	5/1/___	Opened Account					\$1000	00	\$1000	00
									-16	40
1002	5/15/___	Farmer Brown	16	40					983	60
									- 9	10
1003	5/16/___	The Green Co.	9	10					974	50
									+45	28
	5/17/___	Deposit					45	28	1019	78
									-101	50
	5/18/___	ATM Withdrawal	100	00	1	50			918	28

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Pre and Post-Test Scoring Chart Side 1

Total Score of 12 = 100% or divide the “points awarded” by 12 to get the %. When the score is less, for example, 9 points = 75%.

Elements Being Scored on Check	Points Awarded (0 or 1)
Pay to the order of: The Green Company	
Date: June 2, 2____	
Amount in Words: Nine and 10/100	
Amount in Numbers 9.10	
Memo Line: school supplies	
Signature Line: 4-H Youth	
Total Points	/6

Elements Being Scored on Deposit Slip	Points Awarded (0 or 1)
Date: June 3, 2____	
Total Items: 3	
Cash: 8.50	
Check #1: 25.00	
Check #2: 45.28	
Total Deposit: 78.78	
Total Points	/6

Total Points Awarded From Check	
Total Points Awarded From Deposit Slip	
Total Score	/12

FUNdamental Finance for Farmstands

Pre and Post-Test Scoring Chart Side 2

Total Score of 17 = 100% or divide the “points awarded” by 17 to get the %. When the score is less, for example, 12 points = 70.5%.

Elements Being Scored on Checkbook Register	Points Awarded (0 or 1)
Check No.: 1003	
Date: May 16, 2___	
Description: The Green Company	
Amount: 9.10 in Payment/Debit Column	
Subtract: 9.10 in Gray Line	
New Balance: 974.50	
Date: May 17, 2___	
Description: Deposit	
Amount: 45.28 in Deposit/Credit Column	
Add: 45.28 in Gray Line	
New Balance: 1019.78	
Date: May 18, 2___	
Description: ATM Withdraw	
Amount: 100.00 in Payment/Debit Column	
Amount: 1.50 in Fee Column	
Subtract: 101.50 in Gray Line	
New Balance: 918.28	
Total Points Awarded	/17



Lesson 1 - Hill of Beans

Objective/Project Skill – Youth will learn how to budget their money using beans or play money as medium distinguishing between needs and wants.

***SCANS Foundations Skills:**

- Personal Qualities: Self-management
- Thinking Skills: Decision making, problem solving, reasoning
- Basic Skills: Reading, Speaking

***SCANS Workplace Competencies:**

- Resources: Money
- Interpersonal: Participates as member of a team, negotiates
- Information: Acquires, organizes, interprets and communicates information

(*See SCANS information in References)

New Jersey Core Curriculum Content Standard/Indicator:

9.2 12th.A1—Apply communications and data analysis to the problem solving and decision making processes in a variety of life situations.

9.2.12th . E4—Prepare and use skills for budget preparation, making predictions about income and expenditures, and adjusting spending or expectations based on analysis.

Success Indicator: Youth budget their money based on their values as well as what they consider important needs and wants.

Time Involved: This lesson takes 35 – 45 minutes to complete

Materials and Advanced Preparation – Sets of 8 “spending cards:” recreation, clothing, food, grooming, savings, and other. Laminate for durability. Prepare packages of 15 dried beans (in a small plastic bag) per set of cards to distribute to individual youth or teams.

Introduction: Managing money takes some personal financial planning or budgeting, that is, defining goals, developing a plan to achieve them, and putting the plan into action. Young people need to realize the difference between needs and wants so that they are better able to develop a healthy sense of personal responsibility and manage their money as they start to earn.

Preparation: Read through the lesson and gather the necessary materials. For more information about the topic, refer to “Subject Matter Information” below.

Lesson:

Experience - Facilitator reviews goal setting, needs vs. wants, income, expenses and cash management, that is, how we spend our money. Facilitator should encourage discussion to help all participants better understand the differences between needs and wants.

Activity - Tell the youth that, just for today, instead of money, they will use beans to buy items or pay for services. Suggest that each bean is worth about \$5.00. Youth will learn to budget by determining how to “spend” beans on their expenses. Tell them to arrange the cards so that they can prioritize wants and needs. After they have “spent” all their beans, tell them they have a reduced amount and asked them to reevaluate their choices. (This works best by starting with

15 beans per youth/team and then reducing the amount to 10 beans.) Youth may work individually or in teams of two or more depending on the specific class needs and capabilities.

Closure—Youth will discuss the challenges they encountered when asked to reduce their budget from 15 to 10 beans and what they gave up or substituted in their spending.

Checking for Understanding:

After the activity is completed, have the youth:

Share – Discuss how they budgeted their money (beans) and what they think about the results. Ask if it was difficult deciding on spending money with someone else (or more than one other person, if appropriate). Encourage conversation about spending money and how values may differ.

Process – Talk about what problems or conflicts came up in making the decisions.

Generalize - Relate how budgeting with beans may actually be like budgeting with real money.

Apply - Share how they can use the information learned in their current situations or more importantly when they are earning money at their jobs.

Subject Matter Information:

Budgeting is something many adults do on an on-going basis. We all know that “money doesn’t grow on trees” and that we should make responsible decisions about our spending so that we are able to take care of our needs and still have some left for our wants. But, what about young people – how do they learn about responsible spending?

Do you or the youth spend money freely on food and clothes, or do you save most of your money for a big purchase? Directly or indirectly, we all have probably already spent some money today. If you traveled by car or bus, money was spent to pay for gas. If you buy a snack or your lunch, you’ll be spending money.

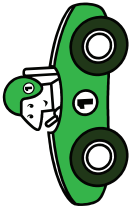
To better manage your money takes some personal financial planning or budgeting, that is, defining goals, developing a plan to achieve them, and putting the plan into action. With rare exceptions, most of us do not have enough money to do everything we want.

Instead, we have to make choices and tradeoffs because we have limited amounts of time and money – limited resources, in economic terms. To help make those choices, a good financial plan distinguishes between needs and wants. Needs are essentials, the basics of life, such as food, clothing, and a place to live, etc. Wants on the other hand, increase the quality of living. Examples are going to the movies, eating out, etc. People define needs and wants based on their values, that is, the beliefs and practices in your life that are important to you. Examples of values are: earning good grades, being on time for work and telling the truth.



Budgeting Activity Page

Transportation



Walk or bike

No Beans

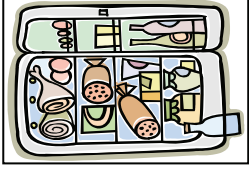
Ride the bus or join a carpool

Buy fuel for family or friend's car

Buy and insure a used car

Buy and insure a new car

Food



Provided by family, take lunch to school

No Beans

Cook at home; dinner out once a week

Buy fast food often, weekly dinner out,
Cook at home sometimes

Buy all meals away from home

Budgeting Activity Page



Clothing

Wear present wardrobe

No beans

Use your sewing skills to make clothes

Buy at discount store or thrift shop

Buy at the mall

Shop for designer clothes



Gifts

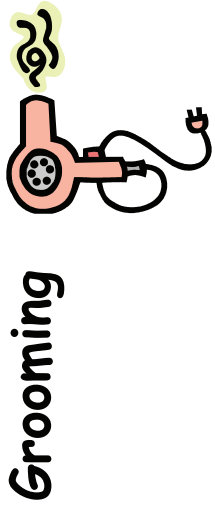
Make your own

No beans

Purchase cards & small gifts for special occasions

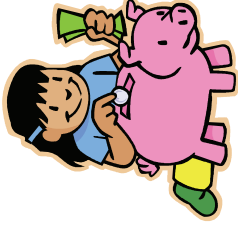
Buy frequent gifts for everybody

Budgeting Activity Page



Grooming

Savings



Home hair cuts

No Beans

Change in piggy bank

No Beans

Generic grooming products

A set amount each month

Haircuts, selected grooming products

A set amount each week

Hair styled, name brand grooming products

Budgeting Activity Page

Recreation



Walking, playing sports with friends,
yard work, reading

On this card, you may spend in both sections
(Cell phone and/or snacks)

Television, visits with friends and picnics

Family cell phone

Cable TV or TiVo, sports and
movies

Your own cell phone

XX

Concerts, TiVo, vacations &
sporting events

Snacks once in a while (vending
machine or convenience store)

Snacks almost everyday

FUNDAMENTAL FINANCE FOR FARMSTANDS



Lesson 2 – Check it Out

Objective/Project Skill – Youth will learn check writing, filling out a deposit slip and completing a check register

***SCANS Foundations Skills:**

- Personal Qualities: Responsibility
- Thinking Skills: Decision making, problem solving, reasoning, knowing how to learn
- Basic Skills: Reading, writing, arithmetic

***SCANS Workplace Competency:**

- Resources: Money
- Interpersonal: Negotiates Information: Acquires, organizes, interprets and communicates information
- Systems: Understands how bank system works

(*See SCANS information in References)

New Jersey Core Curriculum Standard/ Indicator:

4.1.12th.B1—Use and explain procedures for performing calculations involving additions and subtractions with integers.

4.5.12th.C4—Apply mathematics in practical situations and in other disciplines.

4.5.12th.F4—Use calculators as problem solving tools.

Success Indicator: Youth correctly fill out a check, deposit slip and check register.

Time Involved: This lesson takes 35 – 45 minutes to complete.

Materials Needed and Advanced Preparation –

(1) Laminated deposit slips, checks and check registers for individual use or (2) each form copied onto transparency paper to use with overhead projector and erasable dry-rite markers and eraser (3) blank deposit slips worksheets, check worksheets and check registers, white board with markers; pens or pencils, calculators

Introduction: Successfully understanding how bank procedures work and how banks handle our savings and other services takes some time and practice. Examining the parts of a check helps us understand what the rows of numbers mean and why it’s important to write a check using a proper format. Deposit slips, too, take some practice to correctly complete. Now that on-line banking, Automatic Teller Machines and other sophisticated banking procedures are commonly used, the check register continues as a vital bookkeeping practice so that account accuracy can be maintained. The youth “learn by doing” all of the above in this activity.

Preparation: Read through the lesson and gather the necessary materials. For more information about the topic, refer to “Subject Matter Information” below.

Lesson:

Experience - Facilitator will go over the parts of a check, how to correctly fill out a check, the parts of a deposit slip and how to fill one out especially when mixing cash and checks and how to complete and maintain a check register.

Activity – Youth practice writing checks, deposit slips and filling out a check register based on fabricated information. When complete, using the overhead projector, the facilitator asks for volunteers to fill out a “check” projected onto a blackboard or white board. This technique will help all youth to see the correct information located in the designated areas of the check, deposit slip, and check register. If time allows, the facilitator should have youth “cash” checks and or prepare deposit slips using play money.

Closure - Youth will discuss ways they would use checks and other bank services, especially in regarding to running a small business.

Checking for Understanding:

After the activity is completed, have the youth:

Share – Show a correctly filled out check, a completed deposit slip and a filled out check register.

Process – Discuss what problems or conflicts came up in filling out the banking forms.

Generalize - Relate how to complete basic bank procedures and determine when they would need to use them.

Apply - Share how they can use the information learned when they open their own bank accounts or more importantly when they are earning and must process paychecks at their job.



Subject Matter Information: The following is basic banking information important to teach youth so that they better understand banking procedures.

To correctly write a check involves completing five mandatory sections and one optional line:

1. The date
2. The payee, that is, the person or company to whom you are writing the check
1. The amount of the check in numerals
2. The amount of the check in words, and
3. Check writer’s signature

The memo is used to explain why you wrote the check. The identification numbers on the top and bottom of the check identify the bank, your account number and the check number. Endorsing (signing on the back) a check is always required for cashing a check. Endorsing is not always necessary for depositing, but is recommended.

When making a deposit, the current date is listed. Currency, that is, cash and coins are listed first on the top right. When depositing checks, the check amounts are listed separately. With more than three checks, list each on side two of the deposit slip, then write the check total on the appropriate line. To receive cash back from a deposit, write the amount you want and be sure to sign on the left. Always write the total deposit amount at the bottom and check the bank generated deposit receipt to make sure they match.

The check register is a way of managing a checking account. It’s where you write down all deposits and withdrawals. The check register

1003

10-123

4-H Youth
111 Main Street
Hometown, USA 00008

DATE

\$

Pay to the order of _____

DOLLARS

Hometown Bank
123 Main Street
Hometown, USA 00008

MEMO
:031301195: 931 88 566 1003

FUNDamental Finance for Farmstands

Deposit Slip

4-H Youth
111 Main St.
Hometown, USA 00008

DATE _____

Hometown Bank
123 Main St.
Hometown, USA 00008

Total
Items

:031301195: 931 88 566 1003

Total
Deposit \$

Dollars	Cents
	.
	.
	.
	.
	.
	.
	.
	.
	.
	.

FUNDAMENTAL FINANCE FOR FARMSTANDS

Deposit Slip (Side 2)

CHECKS List Singly	DOLLARS	CENTS
TOTAL		

FUNDamental Finance for Farmstands

Checkbook Register

Check No.	Date	Transaction Description	Payment/Debit (-)		Fee (-)		Deposit/Credit (+)		BALANCE	
	5/1/__	Opened Account					\$1000	00	\$1000	00
									-16	40
1002	5/15/__	Farmer Brown	16	40					983	60

FUNdamental Finance for Farmstands



Lesson 3 – Fun with Farmstand Finances

Objective/Project Skill – Youth will

- Learn money handling and making change
- Learn when and how to write and use receipts for purposes

***SCANS Foundations Skills:**

- Personal Qualities: Responsibility, sociability, integrity & honesty
- Thinking Skills: Decision making, problem solving, reasoning, knowing how to learn

Basic Skills: Reading, arithmetic, listening, speaking

***SCANS Workplace Competency:**

- Resources: Money
- Interpersonal: Negotiates, serves clients/customers, exercises leadership
- Information: Acquires, organizes, interprets and communicates information
- Systems: Understands how money handling and retail procedures work
(*See SCANS information in References)

New Jersey Core Curriculum Standard/ Indicator:

4.1.12th.B1—Use and explain procedures for performing calculations involving additions and subtractions with integers.

4.5.12th.C4—Apply mathematics in practical situations and in other disciplines.

4.5.12th.F4—Use calculators as problem solving tools.

Success Indicator: Youth will correctly fill out a receipt and make change.

Time Involved: This lesson takes 35 – 45 minutes to complete

Materials and Advanced Preparation – Play money (both paper and coin), calculators, receipt formats, *Recipe Choices* form, photos or models of items for sale, i.e., fruits and vegetables priced in line with details on the receipt template. Read through the lesson and gather the necessary materials. For more information about the topic, refer to “*Subject Matter Information.*”

Introduction: An important basic workplace skill needed for any retail establishment is money handling, that is, knowing how to make change and provide receipts to customers when completing sales transactions. This lesson engages the participants in this process in the following way: Each youth writes an order form/receipt based on his/her choice of the items displayed and/or by choosing the ingredients listed in one or more of the five recipes listed on the *Recipe Choices* form. Assign a recipe to a youth and vary the recipes by suggesting different amounts, i.e., Veggies with dip for 4. Another youth may plan the same recipe for 12, etc. Each youth then “purchases” the items he/she selected on the order form/receipt. During the activity, all youth have the opportunity to be the “cashier” and “customer” as well, so that both skills are practiced by all. The activity can be repeated as time allows giving youth additional opportunities to write orders/receipts and make change, thus practicing the basics of cashiering and customer service.

Lesson:

Experience - Facilitator will provide order forms/receipts and “recipes” to all youth and coordinating items for sale. Facilitator will also hand out \$20 in play money to each youth so that each person has more money than is needed to make his/her purchase and receive change.

Activity—Tell each youth that he/she will “buy” fruits and/or vegetables to make a recipe to serve 8 people (*Recipe Choices*, page 26). When the youth complete their receipts (*Farmstand Produce Order Form/Receipt*, page 25) and write in the total due, a volunteer cashier will then make change for “customers.” This position (cashier) should change often giving all youth the experience of cashiering and as the customer.

Checking for Understanding:

After the activity is completed, have the youth:

Share – Show at least one completed receipt and describe the experience of being a customer, as well as a cashier.

Process – Discuss what problems or challenges came up in writing a receipt and/or handling money as a customer or cashier.

Generalize - Relate how knowing how to complete a receipt and making change may be helpful in their lives in other ways.

Apply - Share how they can use the information learned when making purchases or more importantly when they are doing customer service and/or working as a cashier in a retail work experience.

**Why not set up a “farmstand” in your classroom?
Use photos or models of fruits and vegetables.**









Subject Matter Information:

Cashiering is the primary workplace skill and activity in most retail operations. Often times, stores and food establishments teach these skills on-the-job so that the trainee is learning the skills and immediately putting them into practice. To help youth gain all the workplace preparedness possible prior to entering the job market, learning and practicing retail money operations gives youth an important advantage.

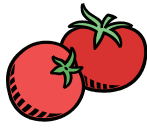
A good practice is the following: as the cashier is ringing up a sale, he/she states out loud; tells the customer the total due; after the customer gives the cashier cash for the sale, he/she tells the customer how much change is being returned; the cashier counts the change back to the customer saying “thank you” and invites him/her to come back for future purchases.

Cashiering requires a familiarity with simple mathematical equations: addition, subtraction, multiplication, division and fractions. This is true not only in terms of working the register and making change, but prior to that in terms of determining prices, based on weighing produce or calculating totals of the items being purchased. Practice and repetition are the best ways to gain speed and confidence in this area.

Farmstand Produce Order Form/Receipt
Circle the item(s) you want to buy
Fill in the total amount and the total price

Item(s) Purchased	Unit Price	Amount (X) How many are you buying?	Total Price (=)
Tomato 	75¢ each		
Corn 	25¢ an ear		
Broccoli 	\$1.00 bunch		
Lettuce 	\$1.50 head		
Carrots 	2 for 50¢		
Watermelon 	\$3.00 each		
Peaches 	50¢ each		
Blueberries 	\$1.75 for a basket		
			Total Due to Cashier: How much do you pay? \$

FUNdamental Finance for Farmstands



Recipe Choices

You have \$20.00 to spend.
You must plan to make enough
for 8 servings



Circle your recipe and make your purchase.

Recipe	Ingredients	How much will you buy for 8 guests?
Veggies with dip	Carrots Broccoli Tomatoes	
Vegetable Soup	Corn Carrots Tomatoes	
Tossed Salad	Lettuce Tomatoes Broccoli Carrots	
Fruit Salad	Watermelon Peaches Blueberries	
Healthy Snacks to enjoy between meals	Peaches Watermelon Carrots Broccoli Tomatoes	



FUNdamental Finance for Farmstands



Lesson 4 – Banking on It

Objective/Project Skill – Youth will practice and reinforce money management skills and financial literacy gained through previous lessons/activities

***SCANS Foundations Skills:**

- Personal Qualities: Responsibility, self-management
- Thinking Skills: Decision making, problem solving, reasoning, knowing how to learn
- Basic Skills: Reading, writing, arithmetic

***SCANS Workplace Competency:**

- Resources: Money & time
 - Interpersonal: Negotiates, exercises leadership, works with diversity
 - Information: Acquires, organizes, interprets and communicates information
 - Systems: Understands basic banking procedures and cashing tasks
- (*See SCANS information in References)

New Jersey Core Curriculum Standard/ Indicator:

4.1.12th.B1—Use and explain procedures for performing calculations involving additions and subtractions with integers.

4.5.12th.C4—Apply mathematics in practical situations and in other disciplines.

4.5.12th.F4—Use calculators as problem solving tools.

Success Indicator: Youth successfully complete all three skillathon stations.

Time Involved: This lesson takes 35 – 45 minutes to complete.

Materials Needed and Advanced

Preparation– Individual packets (one for each youth) of an instruction sheet (page 29) two written checks (mock), play money and a deposit slip, post test (see pages 6 & 7), order/receipt forms with directions listed, Answer Key sheet for the station #1 facilitator and *Skillathon* instruction sheet.

Introduction: The facilitator tells each youth to work at his/her own pace to complete three activities. When completed, he/she takes his/her work to the appropriate “station” staffed by a teacher or adult volunteer.

In the first activity/station, the youth

- opens his/her envelop
- reviews the financial forms enclosed
- fills out the deposit slip using the information on the enclosed checks and counting the cash.

The envelope with the completed deposit slip is then given to the teacher at station # 1.

Each youth will have one of the three different envelopes (lettered A, B or C) each having different amounts of cash and checks. By providing variations, yet keeping the consistency of only three different scenarios for the station facilitator will force the youths to work independently.

The second activity/station is the post test which are forms (page 6 & 7) that repeat the initial test given at the first session to determine the youth’ knowledge of check writing, the ability to fill out a deposit slip and a check register.

The third and final activity (if time allows) is an order form/ receipt on which the youth must decide what he/she wants to buy. The catch is that he/she MUST spend exactly \$5.00 total while purchasing at least two or more different items. When complete, the form is given to the teacher at station three.



Preparation: Read through the lesson and gather the necessary materials. If you need more information about the topic, refer to “Subject Matter Information” below.

Lesson:

Experience - Facilitator will provide instructions for the three activities by handing out the *Instruction Sheet* and verbally explaining the process. The facilitator designates three stations/locations for the youth to bring their completed activities.

Activities:

In **Activity One**, the youth to fill out a deposit slip using “cash” and checks. The envelopes are numbered 1, 2 or 3.

Activity Two is simply taking the post test which consists of completing a check, deposit slip and check register with specific information.

Activity Three has the youth choose items on a produce customer order form/receipt that total exactly \$5.00.

Checking for Understanding:

After the activities are completed, have the youth

Share – Discuss how they felt about working with money and bank procedures at their own pace.

Process – Talk about what problems or conflicts came up in preparing the deposits, writing the check and the receipt.

Generalize - Relate how the activities are similar to skills needed in their own lives.

Apply - Share how they can use the information learned to their current situation or more importantly when they are working with money in the workplace or handling their own personal finances.

Subject Matter Information:

A skillathon is a series of learning stations at which youth are presented a realistic situation and a task to do. Youth attempt to complete the task before being told or shown how. Materials and other resources are provided for the youth to use, if necessary. After the youth has completed or at least attempted to complete the task on his/her own, that station facilitator then notes the results on his/her station tally and then may ask questions to help the student build on his/her experience.

A key principle is that each youth first shows what she/he knows before the facilitator gets involved. When the station facilitator includes the processing steps of the experiential model – share – process – generalize and apply – the development of life skills and project skills are greatly enhanced.

Banking stations should develop:

- Critical thinking skills
- Decision making skills
- Ability to apply knowledge

Based on this definition, the *FUNDamental Finance for Farmstands* skillathon activity is ideal!

After Series Evaluation Form—This (optional) form on page 38 can be used after the completion of the series. The results may provide overall feedback. The questions on the form may help youth set goals, as well as, share what and how much information and skills they retained.

FUNdamental Finance for Farmstands

Instructions for Final Session - FUNdamental Finance for Farmstands Skillathon

You have three different activities to complete today.

In your envelope you will find

- 2 checks made out to 4-H Youth. **YOU are 4-H Youth.**
- Cash (actually play money)
- A blank bank deposit slip

1. Your assignment is

- count the money
- write it on the deposit slip
- add the 2 checks on the deposit slip. Use scrap paper for doing your math or use a calculator.

When you have filled in the deposit slip

- give the envelope with the money, checks and deposit slip to the teacher at Station #1.

2. Complete the post-test:

Fill out the check, deposit slip and check register following the directions on the papers. Give these forms to the teacher at Station #2.

3. On the produce order form/receipt

- Circle the items you want to buy
- You **MUST** spend exactly \$5.00
- You **MUST** buy at least 2 or more different items
- Do your math on this paper or the bottom of the receipt
Your total due to cashier **MUST be \$5.00**
- When you finish the order form/receipt, take the paper to the teacher at Station #3.

When you have finished all three activities return to your desk until everyone is finished.



FUNdamental Finance for Farmstands

Personal Check Template

Candy Cash	<u>10-123</u>	412
111 Lollipop Lane		
Sweet Briar, USA 00000	Date _____	
Pay to the order of <u>4-H Youth</u>	\$ _____	
\$ _____		DOLLARS
Hometown Bank		
123 Main Street		
Hometown, USA 00005		
Memo _____	<u>Candy Cash</u>	
:031301195:	931 88 566 412	

Joe Dollar	<u>10-132</u>	413
100 Buck Place		
Bankville, USA 00000	Date _____	
Pay to the order of <u>4-H Youth</u>	\$ _____	
\$ _____		DOLLARS
Hometown Bank		
123 Main Street		
Hometown, USA 00005		
Memo _____	<u>Joe Dollar</u>	
:031301195:	931 88 566 413	

Penny Nickel	<u>10-145</u>	414
100 Dollar Drive		
Cash City, USA 00000	Date _____	
Pay to the order of <u>4-H Youth</u>	\$ _____	
\$ _____		DOLLARS
Hometown Bank		
123 Main Street		
Hometown, USA 00005		
Memo _____	<u>Penny Nickel</u>	
:031301195:	931 88 566 1003	

FUNdamental Finance for Farmstands

Personal Check Examples

Candy Cash	<u>10-123</u>	412
111 Lollipop Lane		
Sweet Briar, USA 00000	Date <u>March 3, 2---</u>	
Pay to the order of <u>4-H Youth</u>	<u>\$23.86</u>	
\$ Twenty three and 86/100-----		DOLLARS
<hr/>		
Hometown Bank 123 Main Street Hometown, USA		
Memo <u>school supplies</u>	<u>Candy Cash</u>	
:031301195:	931 88 566 412	

Joe Dollar	<u>10-132</u>	413
100 Buck Place		
Bankville, USA 00000	Date <u>March 4, 2---</u>	
Pay to the order of <u>4-H Youth</u>	<u>\$38.29</u>	
\$ Thirty eight and 29/100 -----		DOLLARS
<hr/>		
Hometown Bank 123 Main Street Hometown, USA 00005		
Memo <u>books</u>	<u>Joe Dollar</u>	
:031301195:	931 88 566 413	

Penny Nickel	<u>10-145</u>	414
100 Dollar Drive		
Cash City, USA 00000	Date <u>March 2, 2---</u>	
Pay to the order of <u>4-H Youth</u>	<u>\$41.74</u>	
\$ Forty one and 74/100-----		DOLLARS
<hr/>		
Hometown Bank 123 Main Street Hometown, USA 00005		
Memo <u>school supplies</u>	<u>Penny Nickel</u>	
:031301195:	931 88 566 414	

FUNdamental Finance for Farmstands

Pay Check Templates

ABC Store	<u>10-123</u>	214
1234 Retail Pike		
Moneyville, USA 00000	Date _____	
Pay to the order of <u>4-H Youth</u> \$ _____		
\$ _____		DOLLARS
Hometown Bank		
123 Main Street		
Hometown, USA 00005		
Memo <u>Paycheck</u> _____		
:031301195: 931 88 566 214		

ABC Store	<u>10-132</u>	215
100 Buck Place		
Bankville, USA 00000	Date _____	
Pay to the order of <u>4-H Youth</u> \$ _____		
\$ _____		DOLLARS
Hometown Bank		
123 Main Street		
Hometown, USA 00005		
Memo <u>Paycheck</u> _____		
:031301195: 931 88 566 215		

ABC Store	<u>10-145</u>	216
100 Buck Place		
Bankville, USA 00000	Date _____	
Pay to the order of <u>4-H Youth</u> \$ _____		
\$ _____		DOLLARS
Hometown Bank		
123 Main Street		
Hometown, USA 00005		
Memo <u>Paycheck</u> _____		
:031301195: 931 88 566 216		

FUNdamental Finance for Farmstands

Pay Check Examples

ABC Store	<u>10-123</u>	214
1234 Retail Pike		
Moneyville, USA 00000	Date <u>March 2, 2</u>	
Pay to the order of <u>4-H Youth</u>		<u>\$48.19</u>
\$ Forty eight and 19/100-----		DOLLARS
Hometown Bank		
123 Main Street		
Hometown, USA 00005		
Memo <u>Paycheck</u>	<u>Manny Money</u>	
:031301195:	931 88 566 214	

ABC Store	<u>10-132</u>	215
100 Buck Place		
Bankville, USA 00000	Date <u>March 4, 2</u>	
Pay to the order of <u>4-H Youth</u>		<u>\$ 52.94</u>
\$ Fifty two and 94/1000 -----		DOLLARS
Hometown Bank		
123 Main Street		
Hometown, USA 00005		
Memo <u>Paycheck</u>	<u>Manny More</u>	
:031301195:	931 88 566 215	

ABC Store	<u>10-145</u>	216
100 Buck Place		
Bankville, USA 00000	Date <u>March 5, 2</u>	
Pay to the order of <u>4-H Youth</u>		<u>\$ 64.06</u>
\$ Sixty four and 6/1000 -----		DOLLARS
Hometown Bank		
123 Main Street		
Hometown, USA 00005		
Memo <u>Paycheck</u>	<u>Manny Money</u>	
:031301195:	931 88 566 216	

FUNdamental Finance for Farmstands

Deposit Slip Templates

Deposit Slip 4-H Youth 111 Main St. Hometown, USA 00008 DATE _____ Hometown Bank 123 Main St. Hometown, USA 00008 :031301195: 931 88 566 1003		Total Items <input style="width: 30px; height: 20px;" type="text"/>	Dollars	Cents
			.	
			.	
			.	
			.	
			.	
			.	
			.	
			.	
			Total Deposit	\$

Deposit Slip 4-H Youth 111 Main St. Hometown, USA 00008 DATE _____ Hometown Bank 123 Main St. Hometown, USA 00008 :031301195: 931 88 566 1003		Total Items <input style="width: 30px; height: 20px;" type="text"/>	Dollars	Cents
			.	
			.	
			.	
			.	
			.	
			.	
			.	
			.	
			Total Deposit	\$

Deposit Slip 4-H Youth 111 Main St. Hometown, USA 00008 DATE _____ Hometown Bank 123 Main St. Hometown, USA 00008 :031301195: 931 88 566 1003		Total Items <input style="width: 30px; height: 20px;" type="text"/>	Dollars	Cents
			.	
			.	
			.	
			.	
			.	
			.	
			.	
			.	
			Total Deposit	\$

FUNdamental Finance for Farmstands

Skillathon Activity 1

Answer Key Template

School/Location _____

Teacher _____

Date _____

Student # (Env. #)	Business Check Amt.	Personal Check Amt.	Cash Total	Deposit Total	Comments
1. (1)					
2. (2)					
3. (3)					
4. (1)					
5. (2)					
6. (3)					
7. (1)					
8. (2)					
9. (3)					
10. (1)					
11. (2)					
12. (3)					
13. (1)					
14. (2)					
15. (3)					
16. (1)					
17. (2)					
18. (3)					

FUNDamental Finance for Farmstands

Skillathon Activity 1

Answer Key (Examples)

School/Location _____

Teacher _____

Date _____

Student # (Env. #)	Business Check Amt.	Personal Check Amt.	Cash Total	Deposit Total	Comments
1. (A)	64.06	38.29	27.80	130.15	
2. (B)	48.19	41.74	32.72	122.65	
3. (C)	52.94	23.86	19.15	95.95	
4. (A)	64.06	38.29	27.80	130.15	
5. (B)	48.19	41.74	32.72	122.65	
6. (C)	52.94	23.86	19.15	95.95	
7. (A)	64.06	38.29	27.80	130.15	
8. (B)	48.19	41.74	32.72	122.65	
9. (C)	52.94	23.86	19.15	95.95	
10. (A)	64.06	38.29	27.80	130.15	
11. (B)	48.19	41.74	32.72	122.65	
12. (C)	52.94	23.86	19.15	95.95	
13. (A)	64.06	38.29	27.80	130.15	
14. (B)	48.19	41.74	32.72	122.65	
15. (C)	52.94	23.86	19.15	95.95	
16. (A)	64.06	38.29	27.80	130.15	
17. (B)	48.19	41.74	32.72	122.65	
18. (C)	52.94	23.86	19.15	95.95	









Farmstand Produce Order Form/Receipt

Circle the item(s) you want to buy — You must spend No more - No less!!

And - You **MUST** buy at least 2 or more different items

Do your math at the bottom of this page

Your total due to cashier **MUST** be \$5.00

Item(s) Purchased	Unit Price	Amount (X) How many are you buying?	Total Price (=)
Tomato 	75¢ each		
Corn 	25¢ an ear		
Broccoli 	\$1.00 bunch		
Lettuce 	\$1.50 head		
Carrots 	2 for 50¢		
Watermelon 	\$3.00 each		
Peaches 	50¢ each		
Blueberries 	\$1.75 for a basket		
			Total Due to Cashier: How much do you pay? \$

FUNdamental Finance for Farmstands



FUNDamental Finance for Farmstands After Series Evaluation Form

Date _____

What did you learn? _____

As a result of FUNDamental Finance for Farmstands, how much knowledge did you gain about working with money and banking procedures? (Circle answer)

A lot Some Little None

As a result of FUNDamental Finance for Farmstands, what action(s) do you plan to take in the future? (Check all that apply)

_____ Will open a checking account

_____ Will budget my money

_____ Will consider my needs and wants when I have limited funds

_____ Will use a check register to keep my bank records organized

_____ Will check my change when making purchases with cash

_____ Will practice the skills I have learned as a farmstand/retail employee

Comments about the activities: _____



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Zurcher, T. (2005) *The Project Skillathon, Creating and Designing Skillathons*, 4-H Cooperative Curriculum System 2005 Design Team Coordinator Handbook. Website: http://www.n4hccs.org/design_team-resources/table_contents.shtml

*SCANS: a foundational work which identified employability skills after investigating what is required in the workplace and to determine the extent to which high school students are able to meet the requirements.

FUNDamental Finance for Farmstands