



AGILI
YOUR PERSONAL CFO



KIDS' PERSONAL FINANCE GAME

INSTRUCTIONS

Hello, and thank you for playing our game!

One of Agili's missions is to educate our clients about personal financial planning. We've created this game to help you teach your kids, grandkids, or family friends about personal finance. Our Financial Planning Game is organized like a summer reading program and we hope you enjoy it.

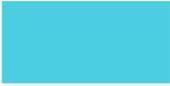
Here's How it Works: For each of eight modules we will cover a child-friendly topic with age-appropriate resources. For some modules, there are two levels – one for everyone (younger kids as well as older kids) and a second, more detailed level for older kids only. So, older kids should be doing BOTH levels for those modules. We are defining “older” kids as seventh grade or higher, but of course use your judgment about your child's maturity and level of interest. Keep an eye on your inbox for blog posts from Agili detailing each topic.

Before You Start: Page through this booklet to get an understanding about how much effort this game will entail, and how much effort you expect your child to put forth. Each module should take 10-20 minutes.

The next page is your child's score card. Please initial the card once that module's game is complete so you can keep track of your child's progress. A finished score card deserves a celebration; have a conversation with your child about what this celebration will entail (At-home ice cream sundae bar? Amazon gift card? Debit card for a responsible young teen, pre-loaded with cash?). Ask your Financial Strategist; Agili is offering a small prize for completed games as well. 😊

Throughout the booklet you will find pages that correspond to each topic, with instructions for both kids and parents. We've tried to keep it fairly simple, but let us know if you have any questions. We hope you will visit Agili's website (or your inbox!) to follow along with blog entries.

Have fun and thanks for playing!

<p>Module 1 Interest <small>(Initial when finished)</small></p> <p>Child's Initials:  </p> <p>Parent's Initials:  </p>	<p>Module 2 Inflation</p> <p>Child's Initials:  </p> <p>Parent's Initials:  </p>	<p>Module 3 Debit vs. Credit</p> <p>Child's Initials:  </p> <p>Parent's Initials:  </p>
<p>Module 4 Stock Primer</p> <p>Child's Initials:  </p> <p>Parent's Initials:  </p>	<p>Wild Card – Any Time Community</p> <p>Child's Initials:  </p> <p>Parent's Initials:  </p>	<p>Module 5 Budgeting</p> <p>Child's Initials:  </p> <p>Parent's Initials:  </p>
<p>Module 6 Risk</p> <p>Child's Initials:  </p> <p>Parent's Initials:  </p>	<p>Module 7 Phases of Life</p> <p>Child's Initials:  </p> <p>Parent's Initials:  </p>	<p>Module 8 Mistakes</p> <p>Child's Initials:  </p> <p>Parent's Initials:  </p>

Financial Planning Game

Module 1 INTEREST

Instructions for Kids

Everyone: Watch [this video](#) (Google if not using the link – Schoolhouse Rock – Dollars and Sense – 3 minutes long). In the video, Peggy Sue wants to buy equipment to use with her guitar, but she can't afford it. She has two choices, and there are pros and cons to both choices.

Peggy Sue's Choices	Pros	Cons
Put her money in a savings account at the bank.	Earn interest (the bank pays Peggy Sue to use her money until she needs it).	Peggy Sue has to wait to buy the new equipment.
Take a loan (borrow the money from the bank).	Peggy Sue can get the new equipment right away.	Pay interest (Peggy Sue pays the bank to borrow money – she has to pay back more than she borrows).

Think about this: If you want to buy something, do you think it's better to wait until you can afford it, or to borrow money so you can have it right away?



← Check here when you're done watching the video and reading the chart above about Peggy Sue's choices.

Older Kids: Watch [this video](#) (Khan Academy – Introduction to Compound Interest – 6 ½ minutes long). Compounding interest – and time – are the driving forces behind starting to save early. When you're finished with school and you start working, you should start saving right away. Even if you can only save a small amount every month, every little bit counts – and the earlier you start saving, the better.



← Check here when you're done.

Instructions for Parents

- For all kids – After your child has watched the video and read about Peggy Sue's choices (above), ask this: "When the bank pays you interest, what does that mean?" and "What could Peggy Sue do if she needs the equipment right away?"
- For older kids – Ask "Do you earn more money in an account getting simple interest or compounding interest? Why?" and "When should you start saving for retirement?"

Module 2 INFLATION

Instructions for Kids

Everyone: Interview a grandparent or other older person who is special to you. Here are some questions to ask:

- Did you get allowance when you were young? What did you spend it on?
- What kinds of jobs did you do when you were my age? How much did you get paid?
- What did it cost to go to the movies?
- How much did you spend on your first car?
- What do you think should be more expensive now? What do you think should be cheaper?

 ← Check here when you're done.

Older Kids: Watch [this video](#) (Khan Academy – What is Inflation? – 3 ½ minutes long). Thinking about inflation, why is it a bad idea to keep your money in a shoebox under your bed (instead of in a bank account)?

 ← Check here when you're done.

Instructions for Parents

- For all kids - Coordinate a phone call (or video call) between your child and a grandparent (or other older person they are comfortable with). Answers to the questions above should give your child an idea about how inflation impacts the value of a dollar.

After the phone call, reinforce the message by explaining that how a dollar buys a different amount of goods than it did fifty years ago, and will buy a different amount of goods fifty years in the future. Explain to your child using an example they understand. (“Inflation is the steady increase in prices over time. You can buy a pack of gum for \$1.00 now. Forty years ago you could buy several packs of gum for \$1.00, but in the future you will need MORE than a dollar.”)

- Additional work for older kids – Ask your child what they learned from the Kahn Academy video. Talk through how to save money for a large purchase. Mention the importance of keeping savings in an interest-bearing account (now that your child is older), instead of a piggy bank, because interest will help keep up with inflation while you're saving.

Module 3 DEBIT vs. CREDIT

Instructions for Kids

Everyone: Adults pay for things in different ways. Sometimes they use cash (paper money and coins), and other times they use a plastic card. That plastic card can feel a little like magic when you watch your parents use it, but it's important to understand: that card uses real money.

Debit Cards	Credit Cards
<ul style="list-style-type: none"> - Transfers your money from your bank account. - You can only pay for things you can afford (when you're out of money your debit card won't let you spend any more money). - Better for younger adults or people who want a built-in safety net (so they don't overspend). 	<ul style="list-style-type: none"> - Lets you borrow money from the bank and pay it back later (with interest). - You can pay for things up to your credit card's limit, which doesn't have much to do with how much money you have (you can spend more money than you have). - Better for experienced (or very careful) people.

Answer **Credit** or **Debit** in the following sentences:

- _____ cards use borrowed money that you have to pay back.
- _____ cards are better starter cards for young people.
- If you're careful and experienced you may be ready to manage a _____ card.
- Money comes out of your bank account right away when you use a _____ card.



← Check here when you're done.

Older Kids: Whether or not you have your own debit card yet, there are some important things to remember to keep your card (and your money!) safe. Hackers try to break into financial accounts all the time, but there are some steps you can take to reduce this risk. Give this packet to your parent so they can talk to you about keeping your financial life safe.

Instructions for Parents

- For all kids – Check the answers filled in above (compare to the chart).
- For older kids – Read the questions below to your child and listen to their answers. Compare their answers to the ones below and correct your child if appropriate.
 1. Is it okay to let your friend use your debit card? (No, no one but you and your parent should have access to your card or your PIN. Plus, your friend could take out ALL your money!)
 2. What should you do if you can't find your debit card? (Call the bank right away to let them know. Someone could find your card and steal from you.)
 3. Should you change your PIN to your birthday, so it's easy to remember? (No, because it's too easy to guess.)
 4. Someone calls your phone and says they're from your bank and need to verify your account. They ask for your debit card number – what do you do? (Don't give it to them! Banks will never call you for this information.)

Financial Planning Game

Module 4 STOCK PRIMER

Instructions for All Kids

Everyone: You’ve probably heard of stocks, but maybe you don’t quite know what they are. Stocks are certificates that are sold to raise money for starting a new company or for expanding an existing company. Stocks are certificates of ownership. A person who buys stock in a company becomes one of the company’s owners.

Now you know that buying shares of stock means you own a small piece of that company. Find three products in your house that you like enough to want to buy a piece of that company (just pretending, for this activity). For example, you could own a piece of the company called Coca-Cola. Coca-Cola is a publicly traded company; their stock symbol is KO and at the time of this writing, a share of KO sells for about \$45. Many products are made by the same parent company...for example, Coca-Cola makes Fanta and Sprite.

Bring your adult three products from your house – try to pick items you’ve seen commercials for. If you’re stumped, here are some ideas:

- **Something You can Wear**
 - o A Piece of Clothing (Old Navy, Target, etc.)
 - o A Sneaker (Nike, Adidas, etc.)
- **Something that Smells Good**
 - o Shampoo (Pantene, John Frieda, Garnier, etc.)
 - o Dish Soap (Palmolive, Dawn, Mrs. Meyers, etc.)
- **Something to Eat**
 - o Bag of chips (Tostitos, Lays, Ruffles, Pringles, etc.)
 - o Box of Cereal (Lucky Charms, Cheerios, etc.)



← Check here when you’ve collected your three items, and let your adult know.

Instructions for Parents

- With your child – and your child’s three items – Google “allbrands markets” and click through to the site. Enter the brand name of the first item in the upper-left corner of the screen. Help your child fill out the following table (first one is an example).

Item	Parent Company	Stock Symbol	Today’s Price (One Share)
<i>Pringles</i>	<i>Kellogg</i>	<i>K</i>	<i>\$63.68</i>

Wild Card (Any Time) COMMUNITY

Instructions for All Kids

Everyone: Think about your neighborhood, and the people who live near you. Think about the buildings and places you like to visit in your town. Your community includes your family, your neighbors, and the resources available to all of you. What kinds of things do you like to do in your community? Do you like to go to the library? The park?

What are some ways you can help others in your community? How do you feel when someone helps you?

Think of a way to show others in the community that you care about them, and you care about the spaces you share. Circle an idea below, or write your own idea on the line. When you're done, show this page to your adult and schedule a time to put your plan into action.

- Donate a box of gently-used books to your local library.
- Contribute food or other personal items to a local foodbank.
- Take a plastic bag with you every time you go to the park. Bring your own trash out with you, but pick up some other trash as well while you're there.
- Offer to help a neighbor weed their garden or mow their lawn.
- Make handmade cards for hospital patients.

- Other: _____



← Check here when you've chosen the way you want to help your community.

Instructions for Parents

- Offer support and structure (as well as a car ride, if applicable) to help your child achieve their goal. Help your child understand how their actions will benefit others, and how the recipients may feel.
- Explain to your child that many adults choose to contribute financially to a charity/cause they believe in. Remind them that this contribution should be budgeted for.

Module 5 BUDGETING

Instructions for Kids and Parents

Everyone: You'll need twenty dried beans (or small candies like Skittles or M&Ms) for this exercise. The twenty beans represent your child's income. Sit with your child as they decide how to spend their beans. When they make each choice, put their beans on the blue rectangles. [This game is adapted from a free resource on the Next Gen Personal Finance website.]

Housing	<ul style="list-style-type: none"> Live with family and share costs (2 beans) Share an apartment or house with roommates (3 beans) Rent or buy your own home (4 beans)
Food	<ul style="list-style-type: none"> Cook at home; dinner out once a week (2 beans) Frequent fast food lunches and weekly dinner out (3 beans) All meals away from home (4 beans)
Transportation	<ul style="list-style-type: none"> Walk or bike (Free!) Ride the bus (1 bean) Buy a used car, and gas (2 beans) Buy a new car, and gas (3 beans)
Insurance	<ul style="list-style-type: none"> Auto coverage (if you chose to buy a car) (2 beans) Health coverage (2 beans)
Clothing	<ul style="list-style-type: none"> Shop at discount or thrift stores (1 bean) Shop for new clothes (2 beans) Shop for designer clothes (3 beans)
Recreation	<ul style="list-style-type: none"> Hike, hang out with friends (Free!) Streaming service for music, TV, movies (1 bean) Movie theater / gym membership / hobbies (2 beans) Vacations (3 beans)
Furnishings	<ul style="list-style-type: none"> Buy used furniture (1 bean) Buy new furniture (2 beans)
Personal Care	<ul style="list-style-type: none"> Basic products: soap, shampoo, etc. (1 bean) Occasional professional haircut, personal care products (2 beans) Regular hair styling, nails, name brand products (3 beans)
Communications	<ul style="list-style-type: none"> Phone with limited data (1 bean) Phone with unlimited data (2 beans)
Saving for Retirement	<ul style="list-style-type: none"> 5% of income (1 bean) 10% of income (2 beans) 15% of income (3 beans)

Module 6 RISK

Instructions for Kids

Everyone: Did you know that every single day you make decisions about risk? Risk is any situation that exposes you to danger. Sometimes we have tools available to help us shrink the amount of risk we face. Match the following risks with a tool that can help reduce that risk (sometimes there will be more than one). The first one is done for you.

Risks	Tools
Crossing the street	Maintain working smoke detectors
Riding in a car	Wear a helmet
Keeping your house safe	Look both ways
Riding your bike	Lock the doors when you leave
	Wear a seatbelt
	Obey all traffic signs

These are examples of ways you can make yourself safer. Sometimes there's no easy answer for how to make yourself safer. If that's the case, **Stop and Think**. If the risk is too big, you shouldn't do that thing.

 ← Check here when you're done.

Older Kids: There are a lot of options for where to invest money, and all of them have risk (everything has risk!). The trick is finding a balance between risk and reward. For example, keeping cash in a bank account is very low risk, but the reward is also low (banks don't pay much interest). Investing in stocks is a higher risk than the bank, but the reward is potentially higher as well.

Everyone needs to take some risk; that's just part of life. The key is to be aware of your risks and **Stop and Think** before committing. You wouldn't dive into a pool without knowing how deep it is – don't give up your money unless you know where it's going (and you understand the risks involved). And don't risk more than you can afford to lose.

 ← Check here when you're done.

Instructions for Parents

- For all kids – ask your kids the following questions, and help them expand on their answers.
 - Imagine you have guests coming over, and one of them is a toddler who puts everything in her mouth and throws toys on the floor. You're worried she might break your stuff. What can you do to protect your favorite things before your guests arrive?
 - Imagine your friend asks you to go for a bike ride, but when he gets to your house he's not wearing a helmet. He says you don't need yours either, because you're not going far. What do you do?
 - What do you think is a risky thing to do with money?

Module 7 PHASES OF LIFE

Instructions for All Kids

Everyone: When you're young you don't make much money, nor are you expected to. Until you're 18 (or older!), your job is to be a student. Once you're older – when you've graduated from high school, college or technical school – it's time to start earning and saving money. Most of your life is spent in this second phase – as a worker. The third stage is called “being retired,” and it happens when you've saved enough money to keep living your life and paying your bills after you don't have paychecks coming in anymore. Work with your adult to fill in and read the Mad Lib below (no peeking until it's done!)

Instructions for Parents

Once your child has read the paragraph above, work with them to complete the Mad Lib below:

- | | |
|------------------------------------|-----------------------------------|
| (1) Kind of animal: _____ | (11) Name of a place: _____ |
| (2) Girl's name: _____ | (12) Number: _____ |
| (3) Plural noun: _____ | (13) Plural noun: _____ |
| (4) Verb ending in -ing: _____ | (14) Plural noun: _____ |
| (5) Name of a famous person: _____ | (15) Type of money, plural: _____ |
| (6) Verb: _____ | (16) Number: _____ |
| (7) Number: _____ | (17) Type of food, plural: _____ |
| (8) Title of job: _____ | (18) Verb ending in -ing: _____ |
| (9) Type of food, plural: _____ | (19) Plural noun: _____ |
| (10) Type of drink, plural: _____ | (20) Plural noun: _____ |

Once upon a time there was a little (1) _____ named (2) _____. When she was small, she spent her time playing with (3) _____ and (4) _____ in her backyard. When she was old enough, she went to (5) _____ school to learn how to read and (6) _____.

When she was (7) _____ years old, she decided to be a (8) _____. She graduated from school and had a party where everyone ate (9) _____ and drank (10) _____. She moved to (11) _____ to start her new job!

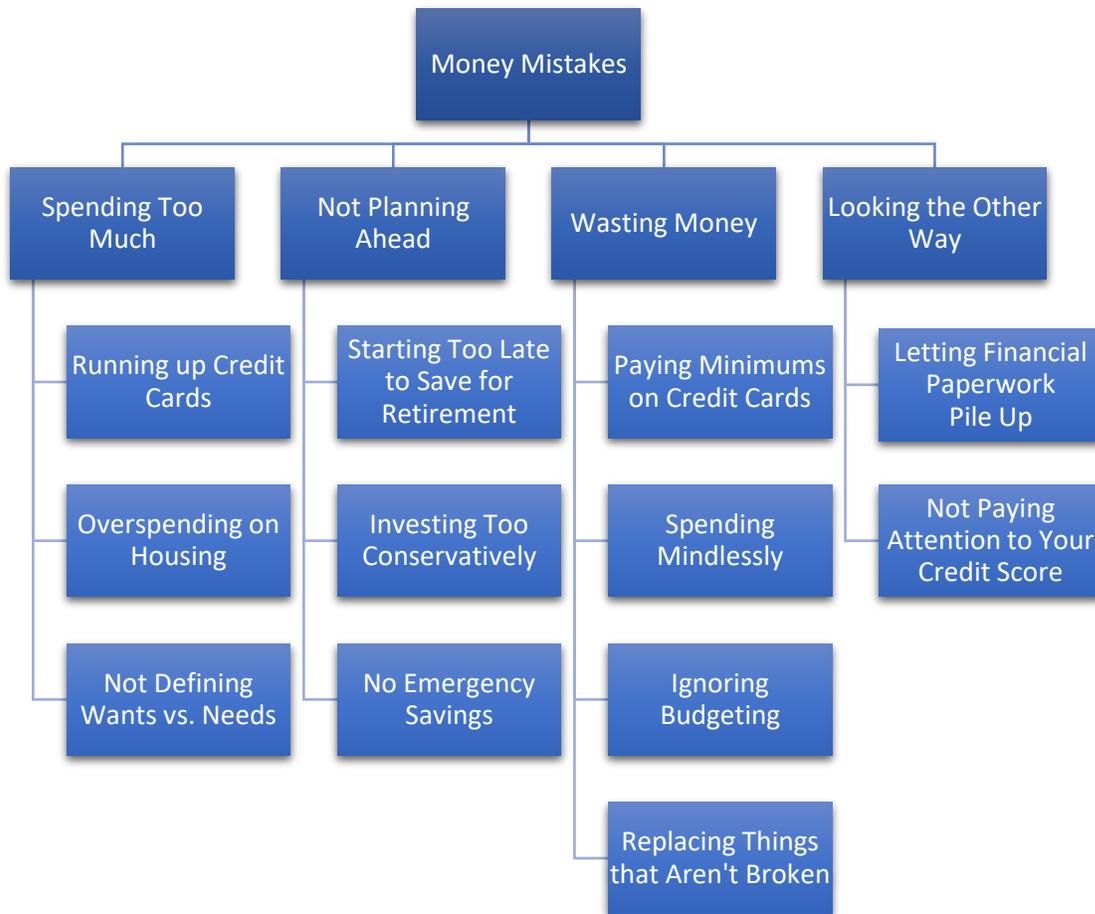
For (12) _____ years she worked gluing (13) _____ to (14) _____ and she always made sure to save some of her (15) _____. Later, when she was (16) _____ years old, it was time to retire. Since she was careful to save money, she was able to stop working.

Since she no longer went to work, she did all sorts of fun things, like baking (17) _____ and competing in a (18) _____ race. She had lots of fun making (19) _____ for her friends and watching movies about (20) _____. The end!

Module 8 MISTAKES

Instructions for Kids

Everyone: Mistakes are going to happen. Everyone makes mistakes, even financial ones. Read the chart below to learn common ways people make mistakes with money.



Ask a parent to tell you about a time they made a mistake with money, and what they learned from it.

 ← Check here when you're done.

Instructions for Parents

- Have a conversation with your child about a time you made a mistake with money, or realized you needed to make a change. Explain that mistakes are inevitable, but it's better to change course early (whenever possible)...before you get in over your head. See the chart above for inspiration if you're stumped.