

YOUNG PEOPLE: Your Future, Your Money

Training of Trainers Manual Toolkit

Global Financial Education Program

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Young People: Your Future, Your Money

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HANDOUT 1

Pre-Test

Test # _____

QUESTION	ANSWER
1. Savings can meet long-term goals but not short-term goals.	True False
2. A good rule of thumb for saving is... <i>(Circle the most appropriate answer)</i>	A) save only when you have left over money at the end of the week. B) save something, however little, every day or week. C) save only when you have an expensive item you want to buy.
3. A budget is... <i>(Circle the most appropriate answer)</i>	A) a document that indicates the expenses incurred in the previous month. B) a summary of estimated income and expenses, including savings, over a period of time. C) a calculation of your total debt.
4. A budget is useful only for long-term goals.	True False
5. Both formal and informal financial services are regulated by the government, but formal services have fewer restrictions.	True False
6. Saving money at a formal financial institution is not always possible for young people.	True False
7. You should only borrow money when you have an emergency.	True False
8. In a financial negotiation you need to... <i>(Circle the most appropriate answer)</i>	A) be prepared to fight until you get what you want. B) ignore what the other person wants. C) know exactly what you want and be willing to compromise.
9. The best way to earn money is to work for yourself.	True False
10. One important difference between self-employment and wage employment is... <i>(Circle the most appropriate answer)</i>	A) you have to work longer hours as a wage employee. B) you get to make your own decisions if self-employed. C) you do not have any responsibilities as a wage employee.

HANDOUT 2

Financial Services: Terms and Definitions

Enter the letter of the term that corresponds to each definition in the “Answer” column.

A– Transaction Fees

B– Savings

C– Informal Savings

D– Credit

E– Microfinance Institution (MFI)

F– Default

G– Bank

H– Withdrawal

I– Loan

J– Debt

K– Minimum Balance

L– Repayment Schedule

M– Collateral

N– Loan Terms

O– Assets

P– Interest

Q– Interest Rate

R– Deposit

S– Principal

T– Guarantor

DEFINITION	ANSWER
A licensed financial institution regulated by a government banking supervisory agency. It may provide multiple financial services, including savings, loans, and money transfers.	
A financial institution—a nonprofit organization, regulated financial institution or commercial bank—that provides financial products and services to low-income clients.	
Something, especially money, that is owed or due.	
Something, especially money, which is kept aside and stored for future use.	
To put money into an account.	
To take money out of an account.	
Fees charged for withdrawals from or for deposits into a savings account.	
The amount of money needed to keep an account open.	

HANDOUT 2 (Continued)

Financial Services: Terms and Definitions

DEFINITION	ANSWER
Savings held outside of a formal financial institution.	
The original sum of money lent; the lender charges interest on this amount.	
A sum of money that is borrowed and is expected to be paid back.	
The conditions of a loan, including the amount you can borrow, interest rate, and length of time to repay.	
Failure to pay a loan or otherwise meet the terms of a loan.	
A fee paid for the use of money. A borrower pays this to the bank on a loan. A bank usually pays this to its savers for the use of their savings deposits.	
The percentage of a sum of money that is charged for its use.	
An item of value that the borrower pledges to the lender in case he defaults on his loan (such as land, vehicle, savings, or guarantees from peers or co-signers).	
Cash or anything of value that can be converted to cash, such as personal property or a savings account.	
A person who will back a borrower up in case he cannot repay a loan; this person may be required to co-sign the loan agreement with the lender.	
Money that a financial institution provides a client on a temporary basis; the client borrows funds with the intent to repay them.	
The due dates for incremental payments to a lender.	

HANDOUT 3

Inventory of Personal Qualities, Interests and Skills

PERSONAL QUALITIES

- Able to concentrate
- Adventurous
- Ambitious
- Analytical
- Attention to detail
- Calm
- Cautious
- Cheerful
- Competitive
- Hard-working
- Friendly
- Helpful
- Honest
- Funny/Witty
- Motivated
- Organized
- Outgoing
- Imaginative
- Persuasive
- Punctual
- Quiet
- Reliable
- Self-confident
- Sensitive
- Shy
- Tough
- Resourceful

INTERESTS AND/OR SKILLS

- Working with hands
(carpentry, welding, pottery)
- Working with computers
- Electrical (wiring, repair)
- Physically strong
- Good at sports/Athletic
- Artistic (drawing, painting)
- Video, film
- Graphic design
- Fixing things (taking things apart,
putting them back together)
- Good with numbers
- Cooking, baking (food processing
and preparation)
- Speaking to groups
(public speaking)
- Good writing skills
- Caring for children
- Teaching others
- Organizing/Coordinating
- Selling to others, convincing people
- Working outdoors
- Handling money
- Making deals
- Transportation (buses, cars, boats,
planes)
- Managing information (appointments,
contact information, client files)
- Keeping track of details like
supplies, inventory

HANDOUT 4

Learning Sessions at a Glance

CHAPTER 1: MANAGING MONEY

SESSION TITLE	PURPOSE OF THE SESSION
1. Want to Manage Your Money? Start by Saving	<ul style="list-style-type: none"> ■ Identify and prioritize reasons for saving ■ Identify personal savings goals
2. The Savings Plan	<ul style="list-style-type: none"> ■ Develop a savings plan required to attain a savings goal ■ Prioritize savings goals
3. Making Spending Decisions	<ul style="list-style-type: none"> ■ Distinguish between needs and wants ■ Make decisions about spending priorities
4. Money In/Money Out: The Art of Budgeting	<ul style="list-style-type: none"> ■ Create a simple budget ■ Use a budget to cover a budget shortfall
5. Develop Your Own Budget	<ul style="list-style-type: none"> ■ Develop a personal budget for 1 week ■ Identify the ways in which a budget can vary ■ Examine the rules of savings
6. Challenges to Savings	<ul style="list-style-type: none"> ■ Identify the challenges to saving that adolescents face ■ Propose solutions to challenging situations

HANDOUT 4 (Continued)

Learning Sessions at a Glance

CHAPTER 2: FINANCIAL SERVICES

SESSION TITLE	PURPOSE OF THE SESSION
1. So You Need a Lump Sum of Money?	<ul style="list-style-type: none"> ■ Identify 2 ways to gain access to a lump sum (saving and borrowing) ■ Compare and contrast the 2 ways to access a lump sum
2. Savings Options	<ul style="list-style-type: none"> ■ Identify multiple savings options ■ Describe and compare savings options
3. To Bank or Not to Bank?	<ul style="list-style-type: none"> ■ Identify and clarify common myths about banks ■ Compare advantages and disadvantages of saving at home and saving at a bank
4. Your Own Money vs. Someone Else's Money	<ul style="list-style-type: none"> ■ Differentiate between one's own money and borrowed money ■ Identify the responsibilities of borrowing and the consequences of failing to meet them
5. Borrow Wisely	<ul style="list-style-type: none"> ■ Identify characteristics of borrowed money ■ Determine good reasons for borrowing money
6. Sources of Loans	<ul style="list-style-type: none"> ■ Define credit terminology ■ Examine different sources of loans ■ Compare 3 different sources of loans

HANDOUT 4 (Continued)

Learning Sessions at a Glance

CHAPTER 3: FINANCIAL NEGOTIATIONS

SESSION TITLE	PURPOSE OF THE SESSION
1. What is Financial Negotiation?	<ul style="list-style-type: none"> ■ Define financial negotiation ■ Recognize that financial negotiations are part of everyday life ■ Describe the possible outcomes of a financial negotiation
2. Communicate with Success	<ul style="list-style-type: none"> ■ Identify good and bad communication practices ■ Practice effective listening skills
3. Resolving Conflicts About Money	<ul style="list-style-type: none"> ■ Practice using communication skills in made up conflicts ■ Identify several solutions to the same conflict
4. Prepare to Negotiate	<ul style="list-style-type: none"> ■ Summarize the process of preparing to negotiate ■ Practice preparing to negotiate
5. Share Financial Negotiation Skills with Parents or Guardians	<ul style="list-style-type: none"> ■ Communicate with adults who are not their parents ■ Demonstrate good and bad communication practices ■ Identify ways to improve financial negotiations with adults

HANDOUT 4 (Continued)

Learning Sessions at a Glance

CHAPTER 4: EARNING MONEY

SESSION TITLE	PURPOSE OF THE SESSION
1. Exploring Options for Earning Money	<ul style="list-style-type: none"> ■ Identify various options for earning money ■ Select work options that are most appealing to them
2. Matching Personal Qualities and Skills to Work Options	<ul style="list-style-type: none"> ■ Match skills and character traits to distinct types of work ■ Identify their own character qualities and skills and/or interests ■ Select types of work that might suit them given their personality and skills
3. Pathways to Self-Employment	<ul style="list-style-type: none"> ■ Examine pathways to self-employment ■ Analyze the advantages and disadvantages of self-employment
4. Pathways to Wage Employment	<ul style="list-style-type: none"> ■ Examine wage employment options ■ Compare the advantages and disadvantages of self- and wage employment
5. Gender Stereotypes and Career Choices	<ul style="list-style-type: none"> ■ Identify how gender stereotypes influence occupational choices ■ Select a non-traditional occupation to investigate further
6. How Do I Learn More?	<ul style="list-style-type: none"> ■ Discuss ways to learn more about occupations that interest them ■ Identify possibilities for networking ■ Develop an action plan to learn more about occupations

HANDOUT 5

Principles of Youth Learning

PRINCIPLE <i>Learning sessions should be...</i>	DESCRIPTION <i>Because...</i>
Dynamic	<ul style="list-style-type: none"> ■ Young people need to engage their emotions and senses (touch, see, hear) through a variety of activities in order to learn.
Experiential	<ul style="list-style-type: none"> ■ Young people learn best by experiencing and reflecting on those experiences. ■ Young people want to actively participate in and have control over their learning.
Relevant	<ul style="list-style-type: none"> ■ Young people must feel that the information is useful to them and relevant to their lives.
Engaging	<ul style="list-style-type: none"> ■ Young people are at a stage in their lives when they are developing a sense of self, which they can explore and clarify through conversations and questions.
Respectful	<ul style="list-style-type: none"> ■ Young people expect teachers to treat them with respect and concern for their individuality.
Supportive	<ul style="list-style-type: none"> ■ Young people need a supportive environment where they will feel guided, praised and rewarded.
Safe	<ul style="list-style-type: none"> ■ Young people need to feel that their ideas and contributions will be valued—that they will not be ridiculed or belittled.
Cooperative	<ul style="list-style-type: none"> ■ Young people need to feel they have opportunities for belonging and connecting to others in the group. ■ Young people want to get involved in peer discussions through small groups.
Up-to-date	<ul style="list-style-type: none"> ■ By including current media that young people know and enjoy, teachers can ensure relevance of the topic and promote discussion.
Fun	<ul style="list-style-type: none"> ■ Young people learn best when humor and interactive games are used in the classroom.
Inclusive of Families	<ul style="list-style-type: none"> ■ Family members must have the opportunity to connect with the program and understand its content in order to support young people in changing behaviors and meeting goals.

HANDOUT 6

Summaries of the Learning Sessions

CHAPTER 1: MANAGING MONEY

Session 1: Want to Manage Your Money? Start by Saving		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Introduce the chapter on managing money	Presentation
2	Explore the reasons that people save	Game
3	Determine priorities for saving	Ranking Activity, Small Group Discussion, and Large Group Presentation
4	Identify savings goals	Story Analysis and Small Group Activity
5	Summarize the session	Large Group Discussion

Session 2: The Savings Plan		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Practice developing a savings plan	Large Group Activity and Paired Discussion
2	Develop individual savings plans	Individual Activity and Large Group Discussion

Session 3: Making Spending Decisions		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Distinguish between needs and wants	Presentation and Brainstorm
2	Make spending decisions in a group	Game
3	Make spending decisions individually	Game and Large Group Discussion

HANDOUT 6 (Continued)

Summaries of the Learning Sessions

CHAPTER 1: MANAGING MONEY (CONTINUED)

Session 4: Money In/Money Out: The Art of Budgeting		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Introduce the topic	Presentation and Game
2	Identify and categorize sources of income and expenses	Small Group Activity and Large Group Presentation
3	Create a budget	Small Group Activity and Large Group Discussion
4	Use a budget to cover a shortfall	Small Group Activity and Large Group Presentation

Session 5: Develop Your Own Budget		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Write a personal budget	Individual Activity and Large Group Discussion
2	Analyze savings potential	Paired Activity or Large Group Activity
3	Sing a song about savings rules	Song

Session 6: Challenges to Savings		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Brainstorm challenges to saving money	Brainstorm
2	Role play challenging situations	Role-Play
3	Summarize session	Large Group Discussion

HANDOUT 6 (Continued)

Summaries of the Learning Sessions

CHAPTER 2: FINANCIAL SERVICES

Session 1: So You Need a Lump Sum of Money?		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Identify reasons for needing a lump sum of money	Brainstorm using Drawing
2	Demonstrate the difference between saving and borrowing	Game
3	Compare saving and borrowing	Small Group Work and Game

Session 2: Ways to Save		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Identify savings options	Brainstorm using Game
2	Explore characteristics of savings options	Game
3	Analyze savings options	Small Group Activity and Large Group Presentation
4	Select a preferred savings option	Large Group Activity and Large Group Discussion

Session 3: To Bank or Not to Bank		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Explore myths and facts about banks	Presentation and Game
2	Identify characteristics of saving at a bank and saving at home	Story Analysis and Large Group Discussion
3	Compare saving at home to saving at a bank	Paired Discussion
4	Learn more about savings accounts	Presentation and Small Group Activity
5	OPTIONAL: Prepare to visit a bank	Large Group Discussion

HANDOUT 6 (Continued)

Summaries of the Learning Sessions

CHAPTER 2: FINANCIAL SERVICES (CONTINUED)

Session 4: Your Own Money vs. Someone Else's Money		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Distinguish between borrowed money and own money	Game and Large Group Discussion
2	Identify responsibilities associated with borrowing	Paired Activity and Role-Play
3	Conclude	Large Group Discussion

Session 5: Good and Bad Loans		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Identify characteristics of borrowed money	Game
2	Identify reasons to borrow money	Game and Large Group Discussion
3	Distinguish between good loans and bad loans	Story Analysis and Large Group Discussion

Session 6: Sources of Loans		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Review credit terminology	Presentation and Game
2	Distinguish among three sources of loans	Skits
3	Find out about personal experiences with loans	Brainstorm and Large Group Discussion

HANDOUT 6 (Continued)

Summaries of the Learning Sessions

CHAPTER 3: FINANCIAL NEGOTIATIONS

Session 1: What is Financial Negotiation?		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Introduce financial negotiation	Presentation
2	Identify financial negotiations in everyday life	Large Group Activity
3	Discuss outcomes of financial negotiation	Presentation and Paired Activity

Session 2: Communicate with Success		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Identify the dos and don'ts of effective communication	Presentation and Large Group Activity
2	Identify good communication skills	Skit and Large Group Discussion
3	Demonstrate the rules of active listening	Presentation and Practice

Session 3: Resolving Conflicts about Money		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Role play a conflict and find a solution	Role-Play and Large Group Discussion

HANDOUT 6 (Continued)

Summaries of the Learning Sessions

CHAPTER 3: FINANCIAL NEGOTIATIONS (CONTINUED)

Session 4: Prepare to Negotiate		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Identify the steps in preparing to negotiate	Story Analysis and Large Group Discussion
2	Make a plan to negotiate	Paired Activity

Session 5: Share Financial Negotiation Skills with Parents or Guardians		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Talk to each other	Presentation and Game
2	Defining financial negotiation	Presentation, Skit and Large Group Activity
3	Identify good and bad communication practices	Role-Play and Large Group Discussion
4	Identify how your financial negotiations can improve	Small Group Discussion and Large Group Presentation

HANDOUT 6 (Continued)

Summaries of the Learning Sessions

CHAPTER 4: EARNING MONEY

Session 1: Exploring Options for Earning Money		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Introduce the chapter on earning money	Presentation
2	Identify how people earn money in the local community	Field Trip or Small Group Activity using Collages
3	Sort economic activities	Small Group Activity
4	Identify appealing activities	Individual Activity

Session 2: Matching Personal Qualities and Skills to Work Options		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Explore options for self-employment	Large Group Discussion and Paired Activity
2	Analyze personal qualities and skills	Game and Large Group Discussion

Session 3: Pathways to Self-Employment		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Explore options for self-employment	Presentation and Paired Activity
2	Explore self-employment in detail	Large Group Discussion using Guest Speakers or Field Trip or Role-Play
3	Discuss advantages and disadvantages of self-employment	Large Group Discussion and Game

HANDOUT 6 (Continued)

Summaries of the Learning Sessions

CHAPTER 4: EARNING MONEY (CONTINUED)

Session 4: Pathways to Wage-Employment		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Identify options for wage employment	Presentation and Game
2	Explore wage-employment in detail	Large Group Discussion using Guest Speakers <i>or</i> Field Trip <i>or</i> Role-Play
3	Compare advantages and disadvantages of wage and self-employment	Small Group Activity

Session 5: Gender Stereotypes and Career Choices		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Analyze gender-based stereotypes	Presentation, Small Group Activity and Large Group Discussion
2	Choose a non-traditional job	Large Group Activity
3	Consider options for non-traditional jobs	Small Group Discussion

Session 6: How Do I Learn More?		
STEP	WHAT IS ACHIEVED IN THIS STEP	METHODS USED
1	Discover how to learn more about an occupation	Presentation and Small Group Discussion
2	Practice networking	Practice
3	Develop a plan of action	Individual Activity and Large Group Discussion

HANDOUT 7

Role-Play

A young man (*insert name*) borrows \$10 from each of 2 friends, for a total of \$20. He plans to use this money to buy hats to sell in the market. He promises to repay in 1 week. After the first week he doesn't sell all the hats; the second and third week he has other excuses. When he finally repays the money to his friends, he assumes everything is cool. But, his friends talk behind his back and avoid him. No one will lend him money again.

HANDOUT 8

Local Modification Chart

MODIFICATIONS TO LEARNING SESSION GUIDES

INFORMATION/ MODIFICATION ISSUE	MODIFICATIONS/ INFORMATION NEEDED	NO. OF THE LEARNING SESSION REQUIRING CHANGES
Title of the Learning Session		
Achievement-Based Objectives		
Time Period for the Learning Session		
Steps—Titles and Sequencing		
Media and Materials		
Story Situation/ Examples Need to be More Relevant		

HANDOUT 8 (Continued)

Local Modification Chart

MODIFICATIONS TO LEARNING SESSION GUIDES

INFORMATION/ MODIFICATION ISSUE	MODIFICATIONS/ INFORMATION NEEDED	NO. OF THE LEARNING SESSION REQUIRING CHANGES
Worksheets		
Pictures		
Local Problems and Solutions are Different		
Open Questions Need to Change		
Names of People in Stories/Dramas		
Youth Learning Methods: Small-Group Work, Games, Exercises, Etc.		

HANDOUT 8 (Continued)

Local Modification Chart

MODIFICATIONS TO LEARNING SESSION GUIDES

INFORMATION/ MODIFICATION ISSUE	MODIFICATIONS/ INFORMATION NEEDED	NO. OF THE LEARNING SESSION REQUIRING CHANGES
Local Terms		
Currency and Amounts Used in Stories, Exercises and Examples		

HANDOUT 9

Key Principles for Giving and Receiving Feedback

GIVING FEEDBACK:

1. Be specific. Come up with specific examples.
2. Suggest an alternative practice or approach.
3. Be appreciative.
4. Ask questions to understand why the person did something that you felt was inappropriate.

RECEIVING FEEDBACK:

1. Listen to the entire comment/suggestion. Try not to interrupt the one who is providing the feedback.
2. Before responding, ask questions to make sure you understand clearly what the person is saying.
3. Try not to get defensive and justify your actions.
4. Be thankful for the ideas.
5. Help the one providing the suggestions to be specific (see point 1 under “Giving Feedback”).

HANDOUT 10

Young People: Your Future, Your Money Workshop Assessment Questionnaire

NAME: _____ **DATE:** _____

INSTRUCTIONS: Please take a few moments to consider your experience during the workshop and share your comments and ideas. Your input will help shape future workshops. If you need more space, write on the reverse side of the page.

1. WHAT ACTIVITIES WERE MOST HELPFUL? WHY?

2. WHAT ACTIVITIES WERE LEAST HELPFUL? WHY?

3. WHAT COULD BE ADDED OR CHANGED TO MAKE THE TRAINING BETTER?

HANDOUT 11

Post-Test

Test # _____

QUESTION	ANSWER
1. Savings can meet long-term goals but not short-term goals.	True False
2. A good rule of thumb for saving is... <i>(Circle the most appropriate answer)</i>	A) save only when you have leftover money at the end of the week. B) save something, however little, every day or week. C) save only when you have an expensive item you want to buy.
3. A budget is... <i>(Circle the most appropriate answer)</i>	A) a document that indicates the expenses incurred in the previous month. B) a summary of estimated income and expenses, including savings, over a period of time. C) a calculation of your total debt.
4. A budget is useful only for long-term goals.	True False
5. Both formal and informal financial services are regulated by the government, but formal services have fewer restrictions.	True False
6. Saving money at a formal financial institution is not always possible for young people.	True False
7. You should only borrow money when you have an emergency.	True False
8. In a financial negotiation you need to... <i>(Circle the most appropriate answer)</i>	A) be prepared to fight until you get what you want. B) ignore what the other person wants. C) know exactly what you want and be willing to compromise.
9. The best way to earn money is to work for yourself.	True False
10. One important difference between self-employment and wage employment is... <i>(Circle the most appropriate answer)</i>	A) you have to work longer hours as a wage employee. B) you get to make your own decisions if self-employed. C) you do not have any responsibilities as a wage employee.

HANDOUT 12

Post-Test with Answers

Test # _____

QUESTION	ANSWER
1. Savings can meet long-term goals but not short-term goals.	True <u>False</u>
2. A good rule of thumb for saving is... (Circle the most appropriate answer)	A) save only when you have leftover money at the end of the week. B) <u>save something, however little, every day or week.</u> C) save only when you have an expensive item you want to buy.
3. A budget is... (Circle the most appropriate answer)	A) a document that indicates the expenses incurred in the previous month. B) <u>a summary of estimated income and expenses, including savings, over a period of time.</u> C) a calculation of your total debt.
4. A budget is useful only for long-term goals.	True <u>False</u>
5. Both formal and informal financial services are regulated by the government, but formal services have fewer restrictions.	True <u>False</u>
6. Saving money at a formal financial institution is not always possible for young people.	<u>True</u> False
7. You should only borrow money when you have an emergency.	True <u>False</u>
8. In a financial negotiation you need to... (Circle the most appropriate answer)	A) be prepared to fight until you get what you want. B) ignore what the other person wants. C) <u>know exactly what you want and be willing to compromise.</u>
9. The best way to earn money is to work for yourself.	True <u>False</u>
10. One important difference between self-employment and wage employment is... (Circle the most appropriate answer)	A) you have to work longer hours as a wage employee. B) <u>you get to make your own decisions if self-employed.</u> C) you do not have any responsibilities as a wage employee.