SCRIPT

I. Introduction

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This program is brought to you by the University Of Arkansas Division Of Agriculture Cooperative Extension Service. The Cooperative Extension Service is part of the University of Arkansas in Fayetteville which is Arkansas' land-grant university. All universities engage in research and teaching, but the nation's more than 100 land-grant colleges and universities, have a third critical mission—extension. "Extension" means "reaching out," and—along with teaching and research—land-grant institutions "extend" their resources, solving public needs with college or university resources through non-formal, non-credit programs. The University of Arkansas Cooperative Extension Service is very proud to have faculty in every county of the state who live and work with the citizens they serve. Extension educational programs reach all segments of our society: youth, families, and communities. Extension programs provide research-based information in all areas of Family and Consumer Science including health, nutrition, child development, family relations, and personal finance. Our goal is to provide non-formal education to help Arkansans improve their quality of life. Today's topic is personal finance.

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Get Real – Here's the Deal was designed by a team of educators with the University Of Arkansas Division Of Agriculture Cooperative Extension Service.

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Get Real-Here's the Deal! Is a hands-on experiential simulation that gives young people the opportunity to experience their future in a financial decision-making mode. Youth are encouraged to make wise financial lifestyle choices similar to those that adults face each month. As youth move from station to station they make decisions based on their family size and affordability.

Target Audience: *Get Real – Here's the Deal* was designed for use with junior high and high school aged youth.

Time Required for Presentation to Target Audience: The simulation is designed for three one-hour sessions. Day one is financial education that prepares students for the simulation. Students learn about net and gross income, check writing, bank accounts, and credit card statements. Day two is the financial simulation. Students visit 12 simulation stations where they make decisions about housing, transportation, food, insurance and other real-life financial choices. On day three, the instructor leads the students in a discussion and evaluation of the simulation experience. Students process the meaning behind consumer decisions, talk about wants versus needs, and discuss the impact of career and lifestyle choices. Alternatively, all three sessions could be presented in one day.

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The objectives of Get Real – Here's the Deal are for participants to gain:

- knowledge about personal financial management
- skills in check writing, debit card, online banking and in balancing a transaction register
- skills in managing a monthly budget in lifestyle scenarios
- awareness of the taxes and other deductions taken from their gross income to make the net deposit
- understanding of how educational level affects occupational opportunity
- awareness of how occupation and family matters affects lifestyle

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Household Income**:** Each participant will be assigned a *Family Matters* label. There are 31 different family scenarios – you may be single, married, or divorced. You may be childless or have several children. Children's ages will vary. Divorced parents may pay or receive child support. Married couples may have one or two incomes. One spouse may work part-time or not at all. Participants should read the Family Matters scenario carefully to determine any additions to or deductions from income. The Family Matters label will be on the inside cover of the account register. Each participant receives an account book that will be used throughout the simulation activity.

Age: For the purpose of the Get Real personal finance simulation, participants will imagine that they are on their own and are 18 to 25 years old. Each person is the head of a household and must make all of the financial decisions.

Occupation: Occupations and monthly income are based on estimates from the Bureau of Labor Statistics. Each participant will be given an account book. The account book includes a worksheet for calculating net income. Participants will record their gross monthly income and follow the instructions on the worksheet.

Checking Account, purchases, and paying bills: Participants will write checks to make purchases during the simulation. These are located in the account book. Net income will be the beginning balance. All checks, debits, and deposits should be recorded in the transaction register.

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The 12 Simulation Stations include:

- Basic Nutrients – students decide how much they will spend on groceries. Four options list a variety of foods for the thrifty, low-cost, moderate, or liberate shopper. Amounts are designated for different numbers of household members.
- Child Care Guidance and Development – for students who've been assigned a family situation that includes children. They make decisions about child care and extracurricular activities.
- Comfortable Living – participants choose from a variety of rent and purchase options for housing.
- Entertainment Extravaganza – students may budget for fun activities such as movie rentals, concert tickets, or vacations.
- Has It All Mall – all participants must purchase clothing, choosing between name brands or outlet stores. While they're at the mall, they may choose to eat at a restaurant, stop at the coffee shop, or visit the bookstore.
- It Could Happen – participants draw from a stack of cards. They may receive income from their garage sale or they may have to buy one of the kids a new pair of shoes. Life happens and this mix of surprise circumstances may result in a deposit or withdrawal from the student's account.
- Mirror, Mirror – cleaning items, grooming items, and laundry care choices may be frugal or luxuriant.
- Money Counts – students have the option to open a savings account or invest in a money market fund. They draw from a stack of credit card options to see their balance and minimum monthly payment.
- Moving On Up – a student may choose to further their education. Participants draw from a stack of cards with a variety of positive circumstances – all resulting in some additional income.
- Protecting Your Assets – Participants select home, auto, and life insurance.
- Transportation Station – Options include new vehicles, used vehicles, bicycles, or public transportation.
- Utility Connection – basic utilities are the minimum; then, participants can add extras like digital cable, internet service, and phone features.

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Family situation may impact your options in some of the spending categories.

Medical Insurance – If you are married or have children, you will need to obtain insurance for not only yourself but also for your family members. You will typically pay more for health insurance that covers spouse and children.

Food – The simulation offers several options. Prices vary according family size. Food must be purchased to accommodate the size of the family. Families with income below a certain level may qualify for the Supplemental Nutrition Assistance Program.

Clothing – All members of the family require clothing. Clothing purchases can be name brands or from outlet stores, but clothing must be purchased for all family members. Clothing purchases are made at the Has It All Mall station.

Entertainment – It costs more to take a family of 4 to the movies than it does to go alone or with a spouse. However, the cost of renting a movie is the same regardless of how many family members watch the movie. Family size is a consideration in entertainment purchase decisions. All participants must make at least one purchase at the Entertainment Extravaganza station.

Housing – A family of 5 cannot live in a one bedroom apartment. Where would everyone sleep? Boys and girls may not share a bedroom. The size of the family, as well as whether the children are boys or girls, determines which housing choices are available for you. Families with income below a certain level may qualify for Housing Assistance.

Transportation – There's no place for a child's care seat in a two-seater sports car. Transportation decisions made in the Get Real simulation must take into consideration the entire family.

Childcare – Families with children often have additional expenses such as child care, piano lessons, sports, or other activities. Participants whose Family Matters card includes children must make a purchase at the Child Care Guidance and Development station.

II. Gross and Net Income

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When you have a job, several items may be taken out of your pay before you receive your paycheck or before your pay is direct deposited into your bank account. These are called payroll deductions.

Most employees will have these payroll deductions:

- Federal Income Tax – Required by federal law. These funds are used to help pay for federal government programs.
- State Income Tax – Required by state law and the amount varies by state. These funds are used to help support state government programs.
- Social Security Tax – Required by federal law. This money provides income for citizens who are retired, disabled, or who are underage survivors (minors who have had a parent die).
- Medicare Tax – Required by federal law. This money provides health insurance for people on Social Security. Part of the idea behind social security and Medicare is that when you reach retirement age, younger workers who are paying these taxes will fund social security payments and Medicare benefits that our government will provide to you.
- Basic Insurance – Some companies pay for group health insurance premiums for their employees. Other companies pay only a portion of the monthly premium and the employee pays the rest. Some companies do not pay any portion of the insurance premium. However, buying group health insurance through an employer is usually less expensive that purchasing an individual insurance policy on your own. Some employers also offer employees the opportunity to purchase other types of insurance such as dental, vision, life, or disability. The employee share of these premiums is deducted from the paycheck.

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Gross pay minus all deductions equals net pay. Net pay is the amount available for monthly expenses, saving, and investing.

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Here's an example of a paystub for an employee named Iva Dollars. Not all companies' paystubs are exactly the same but this example paystub is typical. In the top left corner, you can see Iva's **employee id number**, under her name; her **social security number** is listed. Moving down on the left you see the **Type of Pay. Type of Pay** could be regular – what you usually work in a 40 hour work week. However, there could also be overtime pay if the employee worked more than 40 hours that week. There could be vacation pay if the employee had earned and taken paid vacation days. There could be sick pay if the employee had earned and taken leave from work to go to the doctor or to stay at home due to illness or injury. The amount of sick days and vacation days offered varies by employer. Both the **Gross Amount** and **Net Pay** are listed. You can see that Iva's gross pay was $2,752 and her net pay was $2,166. Moving to the right side of the paystub, you see the **pay period** that Iva worked to earn this amount and the **date that the check or direct deposit was issued**. The **company name** is listed. Iva works for Paris Hospital. The bottom right corner lists Iva's **payroll deductions and the amount** for each. Iva has deductions for federal income tax, social security, Medicare, and group insurance for a total of $586 for the month.

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Each participant in the Get Real simulation will receive an occupation card. The card will have the title of the occupation, annual salary, and monthly salary. Withholdings will be listed for single and married workers. The amount withheld from an employee's paycheck also varies by the number of children or dependents the employee claims. A single worker claims only himself or herself. In the example of the Transportation Inspector, a single person with no children would have $518 withheld for federal income tax, social security, and Medicare. Withholding for a married employee would be $420. The more dependents a person has, the lower the amount that is withheld from the paycheck. Participants will need to locate the correct amount of withholding for their Family Matters situation and deduct that from the monthly salary. This can be done using the worksheet provided in the account book.

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This is an example of the worksheet that can be found in the participant account book. Write the amount of the monthly salary on the top line. Locate the correct withholding amount on the chart and write it on the appropriate line. Write in the amount for group insurance. Participants who have a Family Matters scenario that includes a spouse and/or children should deduct the amount for additional family coverage.

III. Managing a Checking Account

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A safe and convenient place to keep your money is in a bank account. Banks offer a variety of checking, saving, and investing options. Some types of saving and investment accounts earn interest. Consumers can earn money on the amount they of the deposit. Checking accounts are a secure way to make purchases or pay bills. Different banks offer different services and types of accounts so it's a good idea to compare banks before selecting one to use. Be sure that you select an FDIC-insured bank or savings association. The Federal Deposit Insurance Corporation or FDIC insures the money you have in the bank up to $250,000. The Federal Deposit Insurance Corporation is an independent federal agency created in 1933 to ensure stability in the nation's banking system. For the simulated bank in Get Real is called Money Counts.

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Let's look at how money flows through a checking account. We'll start with a deposit. Workers have traditionally taken a printed paycheck to the bank, endorsed the check (signed the back) in front of the teller (bank clerk), and handed the check to the teller to deposit in their checking account. Account holders can deposit check or cash into their accounts at the bank location. Many employers now offer the option of direct deposit. The employee provides the bank name, bank routing number, and bank account number. Pay amounts can be sent electronically directly to the employee's bank checking and/or savings account.

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The money deposited goes into the bank account. All deposits should be recorded in the transaction register and the amount added to the balance. Most banks offer online banking. Account holders have password protected access to view their account transactions and balances online. With online banking, an account holder can confirm that deposits have been credited to the account.

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There are several ways to pay for purchases or to pay bills from a checking account. These include cash withdrawal, debit card, online bill pay, and check. Account holders can withdraw cash from an account by visiting the teller at a bank location or by using an ATM. A debit card can be used to pay for purchases at most business locations. Account information is encoded on the magnetic strip on the back of the card. Payment amounts are debited from the cardholder's bank account and direct deposited to the business. Many companies allow customers to pay online. These are typically situations where there will be repeat payments such as mortgage, utilities, or credit cards. The customer registers with a user name and password on the company's website. Bank name, bank routing number, and account number are provided by the customer. The company debits the customer's bank for the amount that is due. The bank sends the amount to the company and subtracts that amount from the account holder's balance. Checks are a common method of payment and the method used in the Get Real simulation. A check is really a contract that tells the bank to take money from your account and pay it to the person or company written on the check. We will discuss check writing in more detail in a few moments.

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Whatever the method of payment – check, debit card, or online bill pay – the amount is sent to the payee and is deducted from account holder's balance. Account holders need to keep up with their balance by recording all transactions.

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Participants in the Get Real simulation should record the amount of their net monthly pay as the beginning balance in the transaction register, located in the account book. Participants should check their Family Matters cards to see if they need to make additional deductions or deposits to the account for child support or a spouse's income. Participants paying child support should record this as a payment and subtract the amount from the balance. Participants receiving child support or income from a spouse's job should record either of these as a credit and add the amount to the balance.

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Here are some examples of how to record transactions. As participants visit the Get Real simulation stations, each payment or deposit should be recorded in the register. In this example, the account holder started with a balance of $1,790. A payment was made by check to Comfortable Living for housing in the amount of $425. The check number was 598 and the check was written on July 1. This amount was subtracted from the balance to leave a new balance of $1,365. The account holder received a stock dividend on an investment and deposited it into the checking account. The deposit is notated in the register with a "D" in the no. column. The deposit was made on July 1. The amount of the deposit is recorded as $22.55. This amount was added for a new balance of $1,387.

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(For youth audience, ask how many students have written a check before)

During the Get Real simulation, participants will be paying for purchases by writing checks. The checks are located in the account book. The **account holder's name and address** are printed on the checks and are located in the top corner of the document (left side as you are looking at it the face of the check). Checks come in a booklet and are number consecutively. The **check number** is located in the opposite corner from the account holder's name and address. The check also includes blanks for writing in the date, name of the payee, and amount. The name of the payee is written in the blank beside the words **Pay to the Order Of.** The amount is written in both numbers and words. The space next to the dollar sign is where the account holder writes the numerical amount to be paid. The long blank beneath is the space provided for writing the amount in words. Below that is the name of the bank. There is a blank for recording the purpose of the payment. The other blank on the bottom of the check is for the account holder's signature. The numbers at the very bottom of the check are the bank routing number and the bank account number.

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Check Writing Tips:

- Always write a check in ink, preferably black or blue – pencil can be easily erased and someone could change the name of the payee or the amount.
- Always write neatly and legibly – it's important that the bank be able to read the information so that the payment is made to the correct person and in the correct amount.
- Always sign your name in cursive – a person's signature is individual and helps to identify the authorship of the check.
- Never sign a blank check – a blank check in the wrong hands could allow someone to fill in their own name as the payee and any amount they desired. The check would be authorized by the account holder's signature.
- Never sign a check and leave the amount line/box empty – this allows the payee to determine the amount.
- Initial any changes or mistakes on your check – this ensures the bank that the account holder and not someone else made the change.
- Write VOID across a check to cancel it – this prevents someone else from being able to collect payment using the check.

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Is there anything wrong with the way this check is written?

Pay to the Order Of needs to be a proper name of a person, agency, or business. "Dad" is not a proper name.

The dollar amount written numerically should include the cents. The correct amount for this check is \$55.00. The problem with the next line is that so much space was left blank. Someone could easily fill in "hundred" or "thousand" and change the amount from fifty-five dollars to fifty-five hundred dollars. The account holder should draw a line through the remaining space. Notice that the word "dollars" is already written on the check – so the account holder doesn't need to write it again.

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This is an example of a bank checking account statement. Different banks have different formats for the account statement but they all contain some common information. Online statements may look different from the bank's printed statements too. Balancing a bank statement is the process an account holder uses to compare their own records with those of the bank. Notice that the bank statement includes debits or money taken out of the account and credits or money added to the account. Account statements are usually sent monthly.

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A bank statement may include a worksheet for balancing the account.

1) Compare the bank statement to the transaction register.

2) Any credits/deposits or debits listed in your transaction register but not shown on the bank will need to be added or subtracted from the balance shown on the bank statement.

3) Any credits/deposits or debits shown on the bank statement but not listed in your transaction register should be added to or subtracted from the balance in your transaction register.

4) The two balances should be the same.

IV. Understanding and Managing Credit

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Credit is an agreement a consumer makes to receive cash, goods or services now and pay later. Credit often adds fees and interest to the total cost. Consumers must be aware of their rights and responsibilities when using credit. This fact sheet explains the basics of managing credit.

Today's consumers frequently use credit but many consumers don't fully understand the process. We're going to explore the use of credit and look at a credit card statement.

Credit management is an important skill. Careless use of credit can result in high costs for interest and fees. Using credit costs money. Paying interest on purchases can add up quickly. Fees and penalties add even more to the cost. Credit can tempt you to overbuy or buy on impulse. Purchasing items on credit can tie up future income. Overspending with credit can lead to financial stress or even bankruptcy. Wise use of credit can help consumers build financial security.

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The credit purchase begins when you make the decision to purchase an item on credit. It's a good idea to use credit only when needed. Before buying anything, ask yourself: Do I need this? Can I afford it? Would it be better to save and purchase it with cash?

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In a credit transaction, the consumer swipes the credit card in a machine or hands the credit card to the cashier. If a machine is used, the consumer enters a Personal Identification Number (PIN). If the cashier is processing the transaction, there will typically be a document for the consumer to sign. Sometimes, there is a document to sign even if you swipe your card in a machine. Cardholders can also use a credit card to shop online.

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Now the merchant has obtained the information and permission necessary to collect payment from the credit card company.

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So, after the consumer has provided the necessary credit card information and/or signature; then the merchant submits the information to the credit card company to obtain funds to cover the amount of your purchase.

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The credit card company adds this amount along with the appropriate interest and/or fees to the consumer's account.

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The amount plus interest/fees appears on the credit card statement that is sent to the consumer. The consumer is then required to pay a certain amount. There is usually a stated minimum payment amount of 4% of the total bill.

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Here is an example of an account summary on a credit card statement. Statements are usually sent monthly. This example shows the balance from the previous month as $110.55. Apparently, this card holder did not make a payment last month because the "Payments, Credits and Adjustments" line shows 0.00. The next line shows the total amount of new transactions for the month. This cardholder charged a total of $414.44 to this account during the time period since the last statement. The next section shows interest and fees. The cardholder will pay $22.41 in interest. There is a late payment fee of $30 – probably for failing to make a minimum payment on the last bill. There is a $30 "over-the-limit" fee. Credit card contracts usually state a set dollar amount that the cardholder is allowed to charge. Amounts charged over the limit are subject to additional fees. This credit card comes with an annual fee of $37. Some credit cards charge annual fees and some don't. The new balance due on this account is $1,634.00. We can see in the bottom section of the summary that the total credit allowed on this account is $1000.00. Because the cardholder already has outstanding charges of more than $1,000; the total amount of credit available is $0. Now let's look at another part of the credit card statement.

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This is a list of the transactions charged to the account during the month. It is important for a cardholder to examine the list of purchases every month and make sure that they are accurate. This is often one of the first places where consumer fraud or identity theft can be detected. If purchases are shown that the cardholder didn't make or if amounts are incorrect, the cardholder should notify the credit card company immediately.

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This is the portion of the credit card statement that the cardholder should detach and return with their payment. It shows the balance and the minimum amount due. Paying only the minimum amount due is not a good credit management strategy. The longer charges remain on the account, the greater the amount of interest that is paid by the cardholder. To make a credit card payment, the cardholder usually writes a check, enters the amount of the payment in the "Total Paid" space, and mails it to the credit card company. Usually, a return envelope is included with the statement.

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American households have an average $8,000 credit card balance. Each month, credit card holders can make the minimum monthly payment (usually 2% of the total), pay an amount over the minimum, or pay the entire bill. Here is a look at the interest that can accrue on a credit card.

V. Simulation

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Students will participate in the Get Real – Here's the Deal financial simulation. Each participant should have an account book with a Family Matters label on the inside cover, an occupation assignment with monthly salary, and a Housing and Transportation card. Each participant must make financial decisions for his or her household. The participant must purchase the appropriate size or quantity to fit their family. Participants will pay with the checks located in the account book. Use correct check-writing procedures. Participants should balance their checkbooks as they go. Each participant will conduct business at every station except Child Care Guidance and Development. Participants who do not have children will not visit the Child Care station. Participants must secure transportation and housing before going to the Protecting Your Assets station.

VI. Follow-up

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Let's talk about your experience in the ***Get Real – Here's the Deal*** personal finance simulation.

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(Instructor will facilitate group discussion. Use the following true/false statements for a guide. Read the statement, allow students to guess the answer; then, state the correct answer. Ask for one or two examples from students about how the statement was demonstrated in the program or in the simulation experience. Allow for student responses and discussion.)

Think about your experience. Following are several statements that are either true or false. Think about how the simulation helped demonstrate the answer.

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(Click to bring up the first statement, read the first statement. Allow a few seconds for students to guess the answer. Click to bring up the answer "true" or "false". Click to bring up the next statement and continue as described above.)

How much income a person receives is mostly based on luck. (False) While there is randomness "or luck and good fortune" involved in how much income a person receives, an individual's choices about education, work ethic, and commitment to their job and career are more important than "good luck." For example, a college graduate can apply to all of the jobs requiring a college degree or a high school diploma, while those with only a high school diploma are not eligible for jobs requiring a college degree.

Once a person has completed college or a job training program, there is little need for continuing education. (False) In today's economy, individuals are changing jobs and careers more frequently and technology and other advancements are changing the way people work. In order to continue growing and learning, individuals must always seek additional training.

For most people, the greatest asset that they have is their ability to earn money. (True) Lifetime earnings constitute the largest single asset for most adults throughout their careers. For most working individuals, current and future earned income is larger than all other assets combined.

If you have a job that pays $10 per hour and you work 2 hours, your net pay will be $20. (False) Lifetime earnings constitute the largest single asset for most adults throughout their careers. For most working individuals, current and future earned income is larger than all other assets combined.

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(Click to bring up the first statement, read the first statement. Allow a few seconds for students to guess the answer. Click to bring up the answer "true" or "false". Click to bring up the next statement and continue as described above.)

Every financial decision has consequences. (True) All decisions, including financial decisions, have consequences. These consequences can be good or bad and can be significant or insignificant. Good decision-making is an essential skill in order to achieve financial success.

Bad financial decisions only affect the person who made the decision. (False) Poor decisions affect, not just the individual who made the decision, but also people around that person such as spouses, parents, children, friends, and the community.

It is important to track how you spend your money. (True) Tracking helps a person take charge of their spending. If expenses are not tracked, then a realistic budget cannot be planned. Furthermore, if expenses are not tracked after the budget has been planned, then the time spent making the budget was wasted time.

Using a checking account to pay for expenses can make record keeping easier. (True) Check registers, carbon-copy checks, and bank statements will all document expenses. In order to avoid expensive overdraft fees caused by "bouncing a check", individuals must keep track of the checks they write.

The only cost of owning a car is having a monthly loan payment. (False) Other costs such as maintenance, gas, insurance, registration, repairs, and taxes may be more expensive than the actual loan payment for the car.

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(Click to bring up the first statement, read the first statement. Allow a few seconds for students to guess the answer. Click to bring up the answer "true" or "false". Click to bring up the next statement and continue as described above.)

It is just as easy to get out of debt as it is to get into debt. (False) Debt is more difficult to get out of than into. When people borrow money, they are borrowing against future income, so the money from the loan comes today, but the money to repay the loan only comes as they earn money over future months and years.

When credit card debt is repaid over time, the finance charges are usually less. (False) The longer it takes to repay a debt, the more expensive the finance charges of a debt.

The wise use of credit can help build wealth. (True) Wise credit use can help buy a house or finance an education.

Lifestyle choices made today will have very little impact on financial situations in the future. (False) The way a person chooses to live their life has a tremendous impact on the financial resources available to them. Individuals with more formal education typically earn more money. Marital status, family size, and family situation can all have profound impacts on an individual's financial situation.

The only way to build wealth over the long run is by spending less than you earn. (True) Wealth is built up through savings and investing. If there is no money to save and invest, or this money is always "tapped" into for extra funds, wealth can never be accumulated.

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(Click to bring up the first statement, read the first statement. Allow a few seconds for students to guess the answer. Click to bring up the answer "true" or "false". Click to bring up the next statement and continue as described above.)

Saving, in some form or another, is necessary to achieve most financial goals. (True) Savings occur in many different forms. Paying off debt, reducing expenses, saving for retirement, for a vacation home, or simply depositing money into a savings account are all forms of savings. Paying off debt = savings

The length of time money is left to grow is one of the most important factors in determining how much the money will be worth in the future. (True) The longer money can be left to grow, the more it's worth will increase. Small amounts invested over long periods of time are often worth more than large amounts invested over short periods of time, assuming the same interest rate in both scenarios.

Financial success is achieved through choices made. (True) Financial success is not an accident. Financial success is not the same as being wealthy. A pattern of positive financial choices leads to and becomes financial success. Choices are at the center of financial management because no one can afford to buy all that they want. Learning to make good decisions helps us achieve financial goals and other important life goals.

Good financial management is a skill that can be learned and made into a habit. (True) Good spending practices that form habits are essential to long-term financial security.

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How did having a family make a difference in your finances?

Describe some decisions you would have made differently if your family scenario were changed.

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(Instructor will facilitate group discussion. Us the following questions as a guide. Allow for student responses and discussion.)

Think about how you felt during the simulation experience.

What were some of the challenges you encountered? How did they make you feel?

What were some of the good things that happened? How did they make you feel?

As you can probably tell from your experiences and from our discussion, money management can be very emotional. Financial problems can cause stress. Research shows that people who practice good money management skills have improved physical health and greater emotional well-being compared to people who aren't good money managers. Also, people who practice good financial management skills are more productive than those who don't.

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(Hand out the evaluation forms. Have each participant complete an evaluation form and turn it in. You may want to review the form and instructions.)

Please complete the evaluation form and hand it in.

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The last question of the evaluation form was "Have you changed your attitude about financial management in any way as a result of your participation in this program? " What are some of the things you think you might do differently than you would have if you hadn't gone through the Get Real program and simulation?

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One of the important concepts we've talked about is the impact of career choice on lifetime earning potential. As we just discussed in the True/False statements, for most people, the greatest asset that they have is their ability to earn money. Lifetime earnings constitute the largest single asset for most adults throughout their careers.

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Here are some occupations that are expected to have large growth through 2016, according to the Bureau of Labor Statistics. These are just a few of the top 50 fastest growing occupations. The occupations listed here require various levels of training. Some require associate degrees (2-years), such as dental hygienist or registered nurses. Many require bachelors' degrees, such as computer software engineers, counselors, teachers, and forensic science technicians. Some require masters or professional degrees such as veterinarians and physical therapists. Some require on-the-job training, such as home health aides, pharmacy technicians, and truck drivers.

While these predictions are based on valid data, sometimes things change. Just because the outlook for these occupations is good, it doesn't mean they are the only good career choices available to you. You need to take into account your interests, values, and skills when choosing a career. Then use the Occupational Outlook Handbook or information on the Bureau of Labor Statistics website to find information about careers that fit your interests and salaries available for those careers. While salary is not the only determining factor for a career, life is certainly less stressful if you can earn enough money to pay the rent, buy groceries, and have health insurance. Beyond basic living expenses, additional money for saving and investing helps you to build wealth.

To find details about job training required and potential salary possible for various occupations, you can visit the Bureau of Labor Statistics website at: www.bls.gov

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The objectives of Get Real – Here's the Deal were for participants to gain:

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- awareness of the taxes and other deductions taken from their gross income to make the net deposit
- understanding of how educational level affects occupational opportunity
- awareness of how occupation and family matters affects lifestyle

These skills help consumers to develop financial security and grow wealth. Thank you for participating in Get Real – Here's the Deal. Best wishes for a financially secure future.

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