



Making the Character Connection with...

Financial
Consumer Savvy
Entrepreneurship
Financial Champions

Being a person of good character means you follow the Six Pillars of CharacterSM every day. When you signed up for a Consumer Savvy, Financial Education or Entrepreneurship you probably knew you would be learning about the importance of making sound financial decisions and understanding what role money plays in our society. By showing an interest in this you also show that you want to be a responsible citizen who has learned to make good choices. Throughout your project you will have multiple opportunities to share what you are learning with others. You will help these people become better educated citizens and help them to make informed decisions. Your project will also teach you the importance of taking action and standing up for what you believe to be right (Citizenship and Responsibility). As you work through your project think about the ways being a responsible consumer relates to being a person of good character. As you begin to make the connections between consumer and character remember to demonstrate the traits of both a smart consumer and a person of good character.

Projects in this Connection have been grouped because they have related information. There may not be an activity for every project listed however at least one of the activities can be adapted for each project. Be creative; let this be a stepping stone for many ways of teaching character.

This Character Connection contains:

- **Explanation of how the Six Pillars of Character relate to the Financial Champions projects.**
- **Activities on how you can demonstrate good character while practicing skills of a smart consumer.**
- **Questions to help you think of other ways to demonstrate good character in your everyday life.**

Character Connection: Financial Champions

Trustworthiness	Responsibility	Caring
<ul style="list-style-type: none"> ✓ Follow rules for family and school internet use ✓ Be honest about what you are spending your money on 	<ul style="list-style-type: none"> ✓ Learn about budgeting so you can create a budget for your family ✓ Earn extra money through chores- don't just expect your parents to give you money ✓ Learn about ways to save money 	<ul style="list-style-type: none"> ✓ Remember that people have different attitudes about money ✓ Be sympathetic towards everyone's social and economical status ✓ Take your responsibility seriously
Respect	Fairness	Citizenship
<ul style="list-style-type: none"> ✓ Appreciate the amount of money your parents decide you should get as an allowance ✓ Learn about different cultures and their currency 	<ul style="list-style-type: none"> ✓ Compare prices to get the best deal ✓ Judge products based on their merit, not on brand names or price ✓ Be open-minded 	<ul style="list-style-type: none"> ✓ Be proactive; if you see wrongdoing in your community take action ✓ Compare costs in your area to share information about goods with your community ✓ Learn about good internet use and find out what sites are appropriate for young people

Character Connection: Financial Champions

Activity: Step into Their Shoes

DO:

It's time to think about the ways each person in your community lives. You have learned in your project that people live with different financial abilities. With your project group split up into four different groups:

1. *Upper Income:* You are a lawyer in your town with 2 children and a spouse. Both you and your spouse work long hours and often only spend time as a family 2-3 hours a week. You live in a prestigious neighborhood and own two luxury vehicles, all of which are almost paid for in full. Both of your children attend private school 30 minutes from your home. Your family yearly income exceeds \$200,000.
2. *Middle Income:* You are a Nurse and are married to a high school teacher. You have 3 children and are still paying off school loans. Two of your children are Seniors in high school and are applying for college. Your family yearly income is \$90,000.
3. *Lower Income:* You recently starting working evenings at a local department store after your spouse gets home from working as a car mechanic. During the day you care for your 3 children. Your family yearly income is \$30,000. I would drop this income to 28,000

With your group plan out a family budget for a one month period. When planning what you will spend money on, consider the issues each family may have. Consider child care, food, car payments, mortgage payments, house cleaning services, pets, entertainment, memberships to clubs and bills.

After developing your budget, make a pro/con list for this economic class. As a group, discuss both aspects of living this lifestyle. Share what you have learned about this economic class with your project group.

REFLECT:

1. How do you feel now that you know more about all economic classes?
2. What are your reactions to what you have learned?
3. Can you think of ways to show respect to people who are different from you?

APPLY:

Showing others you understand their situation is called sympathy empathy. Being empathetic to other's situations in life lets your peers see that you are more concerned with the character of a person than their material goods and economic status. By participating in this activity you hopefully gained respect for all people, as you now understand that everyone makes sacrifices and hard decisions in life, no matter their economic status. Next time you see someone that may come from different economic means from you, think of this activity and think of a way to show them that you respect them, no matter how different they may be.



Character Connection: Financial Champions

Activity: Start a Business for a Scholarship

DO:

Think of a business that you could start in your community. Every community has audiences for different types of businesses. Using what you know about entrepreneurship and consumer behaviors design a business you think would work in your community. You may want to start small with a store at your local 4-H club or maybe you can set up a booth at your local fair. Whatever you decide set aside part of your proceeds to start a scholarship. Decide how much of your profits you can donate. Remember to consider your net profit, or the amount of money you have after you buy your goods and pay your bills. From this, determine how much money you would like to set aside.

After determining what percent of your profits will go towards a scholarship determine what scholarship fund you would like to donate to. Your county 4-H Extension Council may have a scholarship fund for 4-H members in your area. You may also want to consider donating to Kids Helping Kids, the national 4-H fund that gives to 4-Hers in need. Or you and other project area members can create a scholarship to be given specifically to someone in your club. Remember, scholarships can be given to help out a family having hard times, to help 4-H members pay for their project materials, or for educational use.

REFLECT:

1. How do you feel about raising money to help other 4-Hers?
2. What did you learn about scholarship funds during this activity? Did you learn anything you can use when applying for scholarships yourself?
3. How do you think your generosity affects the recipients of your profits?
4. What do you think about generosity, showing others you care, and raising money to help your community?

APPLY:

Scholarship funds have many purposes, and donating your hard earned profits shows that you are a person of good character. By donating the profits of your business you have showed that you are a caring citizen of your community. You have also demonstrated trustworthiness and responsibility by following through on your promise to the scholarship fund. Keep in mind that every time you hear about someone receiving a grant or scholarship it is because someone gave generously of their money. Next time you think about applying for a scholarship try to come up with a way you can give back to the organization in the future. Remember, when you volunteer you are demonstrating many of the traits of a person of good character.

