



FINANCIAL BEGINNINGS

FOUNDATIONS

Presenter's Guide

Budgeting

LAYING THE FOUNDATION

HOW TO USE THIS GUIDE

This Presenter's Guide provides you with detailed instructions for teaching this Foundation module with its accompanying activities, learner materials, and PowerPoint Slides so you can provide an impactful learning experience for learners.

To assist you with staying organized, the left column includes snapshots of the PowerPoint slides that accompany each activity of the module. The right column offers facilitation notes, a sample script, and resources to continue the learning. To help learners make connections between concepts, principles, and skills within a module, the Presenter's Guide offers suggested transition statements between activities. These transitions are often marked by the header "Transition".

During this module you will distribute a Workbook to each learner.

This guide is meant to provide you with support, but in no way should you feel you have to follow it exactly. It is especially important that you not read the sample script aloud while teaching! The Teaching With Fidelity section is a great resource to understand how to customize the content while still staying true to the lesson delivery.

Thank you for partnering with Financial Beginnings to provide this valuable financial empowerment program to learners in our communities.

DOWNLOAD COURSE MATERIALS

 [PowerPoint Presentation](#)

 [Learner's Workbook](#)

 [Workbook Answer Key](#)

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TEACHING WITH FIDELITY

A framework for teaching with consistency while empowering presenters to bring the content to life.

We want to ensure our hosts and learners are receiving Financial Beginnings' lessons with fidelity. Programs and core curricula are intended to:

- Increase learners' financial knowledge and confidence in accessing financial resources.
- Meet national financial education standards.
- Provide lessons free from bias or a sales pitch.

The financial lessons you provide will continue to evolve the more you deliver them. You will gain ideas for how to make your lessons better each time you present. Pay attention to audience feedback as you explain concepts and answer questions. This feedback will help you enhance future presentations. Hone in on what content seems to move learners and add your own professional and creative flare to make the content more engaging.

HOW WE HELP PREPARE PRESENTERS:

- ✓ Presenter's guides are provided that connect workbooks, slides, and additional resources in one place. All slides include presenter notes to also assist presenters.
- ✓ Notes from hosts and Financial Beginnings staff are available in online presenter accounts once presenters are scheduled to teach sessions.
- ✓ Requested intake information is shared prior to each session to help provide presenters with more information about session learners and their understanding of the concepts being presented.

BRINGING THE CORE CURRICULA TO LIFE!

Financial Beginnings programming is developed to consistently and effectively introduce financial concepts rooted in educational standards and instructional practices. The resulting core subject matter serves as a foundational component to participants' learning.

Presenters can enhance this subject matter by incorporating their own professional experiences and perspectives into program lessons. This enhancement brings our core curricula to life and maximizes program impact by inspiring and engaging learners.

Presenters are encouraged to connect with hosts before a presentation to gain a better understanding of the learner cohort and ultimately deliver the content so it best speaks to that particular audience. Use the following guide to further help you prepare.

CONSIDER THE FOLLOWING TIPS WHEN CUSTOMIZING PRESENTATION CONTENT:



Supplement and add slides to:

- Visually delve deeper into a learning objective
- Provide an example to better explain a learning objective

* When applicable, blank slide templates can be found at the end of each PowerPoint.

** Please share your additional activities with Financial Beginnings so we may consider including them in future revisions at financialbeginnings.org/revisions/.



Remove slides if:

- Multiple slides convey a similar concept and removal does not impact the educational objective
- You prefer not to have transition slides



We suggest to:

- Incorporate timely video examples
- Share a personal story
- Add a mid-session break time



Please avoid:

- Fully removing a learning objective
- Removing activities and only lecturing
- Biased, offensive, and/or vulgar content
- Content that recommends specific financial products not approved by Financial Beginnings
- Reading the script in front of learners
- Standing in one spot and/or behind a podium the entire time

LEARNER-FOCUSED PROGRAMMING

Our goal is to ensure that all individuals have access to clear, relevant, and empowering financial education. This program is designed to reflect a wide range of life experiences, learning styles, and circumstances so that every learner can engage meaningfully and feel empowered to take control of their financial futures.

The Foundations program aligns with the NEFE Personal Finance Ecosystem and incorporates principles from widely accepted approaches in learner-centered instruction. Program lessons are intended to:

- Focus on the catalysts of change identified by the National Endowment for Financial Education (NEFE) that Financial Beginnings programs can effectively offer.
- Incorporate and center unique learner experiences and identities, supporting presenters to build partnerships that result in increased learner engagement and ownership of learning.
- Adapting lessons to reflect different life experiences and learner needs, helping presenters build effective and supportive learning environments.

NEFE PERSONAL FINANCE ECOSYSTEM

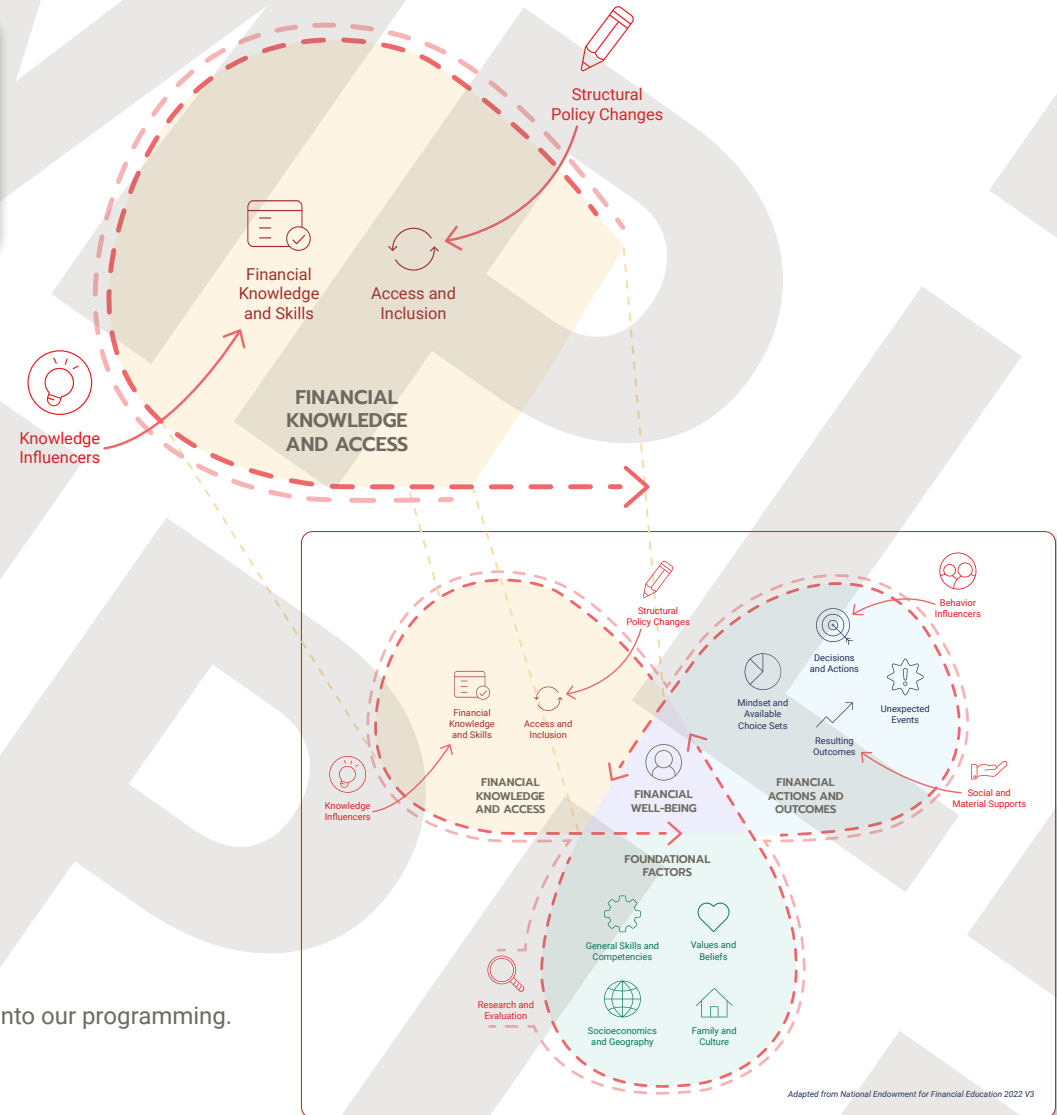
Financial Beginnings programming plays a significant role within this ecosystem building financial knowledge and access.

Within the categories of Financial Knowledge and Access, Financial Actions and Outcomes, and Foundational Factors, the Ecosystem identifies the various factors influencing financial well-being. Understanding and applying these dynamics helps us ensure that our programs address unique needs, challenges, and aspirations within different communities. This effort leads to more impactful and meaningful financial education while allowing us to set realistic expectations regarding the knowledge and access outcomes of our programs.

HOW THE ECOSYSTEM GUIDES OUR PROGRAMMING:

- ✓ Visualize our role in influencing financial well-being.
- ✓ Identify appropriate community partners.
- ✓ Recognize our value in the area of financial knowledge and access.
- ✓ Better frame and deliver our programming.
- ✓ Recognize the value of incorporating different life experiences and learner needs into our programming.

 [NEFE Personal Finance Ecosystem](#)



LEARNER-FOCUSED PROGRAMMING

RESPONSIVE TEACHING TECHNIQUES

Our curriculum incorporates approaches that acknowledge learners' progress, recognize real-life context, and promote strong understanding and retention.

- Encouragement – Reinforce effort and growth in a positive way.
- Contextual Relevance – Recognize real-world influences on financial choices and access.
- Positive Connections – Link lessons to situations that reflect everyday experiences.
- Clarity and Accessibility – Present information in clear and easy-to-understand ways.

STRENGTHENING LEARNER ENGAGEMENT

The curriculum has been reviewed by instructional and learning experts who provided feedback on language, examples, and tone. These improvements help ensure the program reflects broad learner needs and promotes accessibility and engagement.

Special thanks to Farmers® Insurance for their generous support in helping advance this work.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The Collaborative for Academic, Social, and Emotional Learning (CASEL), defines social and emotional learning as, “the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsive and caring decisions.” Components of SEL include:

- Self-Awareness – Developing a deep understanding of our experiences, including emotions, thoughts, and personal values, and how these experiences impact our behavior.
- Self-Management – Understanding our emotions, and then choosing responding to them in a way that aligns with personal values and long-term goals.
- Social Awareness – Understanding and appreciating other people’s viewpoints in relation to social dynamics and cultural norms.
- Responsible Decision-Making – Making thoughtful, ethical, and beneficial choices.
- Relationship Skills – The skills needed to create, grow, and maintain positive relationships with others.

PRESENTER TIPS FOR SUPPORTING ALL LEARNERS



Being Affirmative

Provide guidance on what to do rather than lecturing on what not to do.



Remaining Neutral

Use impartial, unbiased language.



Respecting Boundaries

Avoid singling out learners.



Respecting Individuality

Avoid stereotypes and generalizations.



Keep Translation in Mind

Carefully consider idiomatic expressions, puns, and slang.

Financial education may involve topics that relate to economic hardship, personal money experiences, or differing approaches to managing finances. When presenting, be aware that certain concepts could bring up strong emotions or memories for some participants. The Foundations curriculum was thoughtfully designed to make lessons relatable, clear, and supportive, helping presenters deliver content that remains respectful, engaging, and accessible for everyone.

FOUNDATIONS OVERVIEW

2 Levels
10 Modules

LAYING THE FOUNDATION
BUILDING THE STRATEGY



CREDIT

Create Your Credit Persona
Leverage Loans To Finance Goals



INVESTING

Get Inspired By The Time Value of Money
Understand Retirement Vehicles



BUDGETING

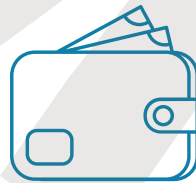
Budget To Build Wealth

Track And Adjust Your Budget



PROTECTION

Manage Risk With Insurance
Prevent Or Recover From Fraud



SPENDING

Tools And Services To Manage And Build Wealth
Take Control Of Large Purchase Planning

BUDGETING 1 OBJECTIVES AND TIMELINES



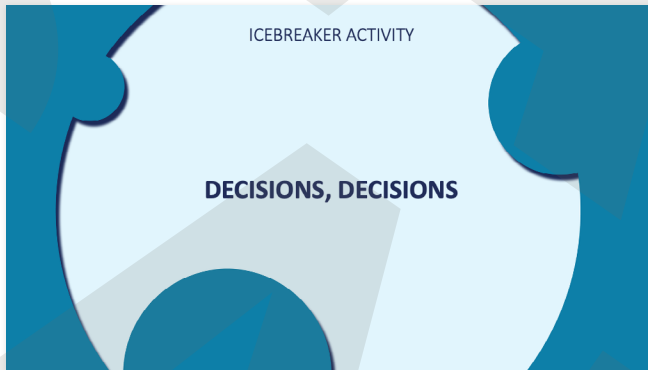
LAYING THE FOUNDATION

Below is a breakdown of each of the three concepts for Budgeting 1 with learning objectives and estimated times. The three concepts are color coded accordingly to help differentiate between learning concepts and reference this guide easily.

10	ICEBREAKER ACTIVITY Introduce yourself to learners and start the lesson with an icebreaker.
	WEALTH Create a personal definition of wealth that connects to your life goals.
ESTIMATED DURATIONS	LEARNING OBJECTIVES
5	WEALTH Create a personal definition of wealth that connects to your life goals.
15	DREAM SETTING Create tangible plans to one's goals.
10	GOALS Transform dreams into attainable goals.
10	ACTIVITY Reinforce the lesson with an activity.

	MONEY MANAGEMENT Understand how to create goal-aligned savings and spending plans.
ESTIMATED DURATIONS	LEARNING OBJECTIVES
5	SAVINGS PLANS Devise a savings plan to meet one's goals.
10	ACTIVITY Reinforce the lesson with an activity.
15	SPENDING PLANS Create a budget that will support one's goals.

	NET WORTH Learn how to calculate net worth and differentiate it from cash flow.
ESTIMATED DURATIONS	LEARNING OBJECTIVES
10	NET WORTH AND CASH FLOW Understand how savings and spending plans feed into one's net worth.
5	ACTIVITY Reinforce the lesson with an activity.
5	WRAP UP Address any follow-up questions and close out the lesson for the day.



SLIDE NOTES

Direct learners to the **Decisions, Decisions** activity in the **Workbook**.

SAMPLE SCRIPT

Let's start off by exploring our values. Turn to **Page 2** of the **Workbook** and complete the **Decisions, Decisions** activity.

If you had an extra \$50 to spend, how would you spend your money?

TRANSITION

Let's move on to review why we are here today.

2 - ICEBREAKER

ICEBREAKER ACTIVITY

DECISIONS, DECISIONS

If you had an extra \$50 to spend, how would you spend the money? Circle one item in each of the pairs.

Hobbies Giving	Car Education	Social activities Education
Social activities Clothes	Savings Social activities	Car Food
Savings Sports and recreation	Hobbies Sports and recreation	Personal appearance Social activities
Education Clothes	Food Social activities	Clothes Car
Food Sports and recreation	Sports and recreation Clothes	Hobbies Personal appearance
Giving Personal appearance	Clothes Giving	Car Sports and recreation
Savings Hobbies	Hobbies Social activities	Education Savings
Education Sports and recreation	Giving Sports and recreation	Personal appearance Sports/Recreation
Food Hobbies	Car Savings	Education Hobbies
Personal appearance Food	Social activities Sports and recreation	Clothes Food
Social activities Giving	Car Personal appearance	Giving Education
Personal appearance Clothes	Personal appearance Savings	Clothes Savings
Savings Giving	Giving Car	Social activities Car
Hobbies Clothes	Food Savings	Personal appearance Education
Food Giving	Hobbies Car	Education Food

② How many of each of the items did you circle?

— Savings	— Social activities
— Education	— Sports and recreation
— Food	— Personal appearance
— Hobbies	— Giving
— Clothes	— Car

③ Rank the items in order of importance to you.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

SLIDE NOTES

Review the module learning objectives and stress what a learner will walk away with after today's session and why this is important.

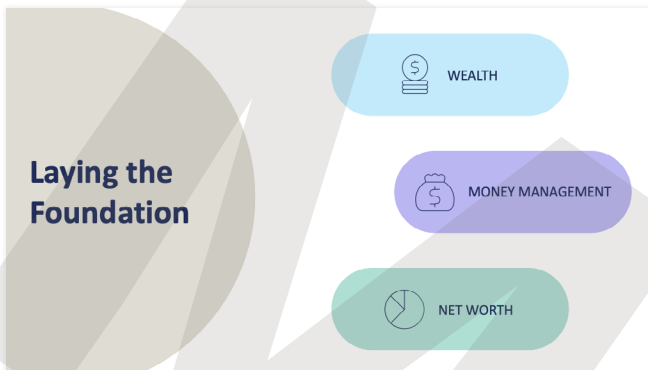
Wealth - Create a personal definition of wealth that connects to your life goals.

Savings Plans - Understand how to create goal-aligned savings and spending plans.

Net Worth - Learn how to calculate net worth and differentiate it from cash flow.

SAMPLE SCRIPT

Today we are going to break this lesson into three sections. We are going to explore wealth, learn about saving for our goals, and understand how to calculate your net worth.



CONCEPT 1 OBJECTIVES AND TIMELINES



LAYING THE FOUNDATION



WEALTH

Create a personal definition of wealth that connects to your life goals.

ESTIMATED DURATIONS

LEARNING OBJECTIVES

5

WEALTH

Create a personal definition of wealth that connects to your life goals.

15

DREAM SETTING

Create tangible plans to one's goals.

10

GOALS

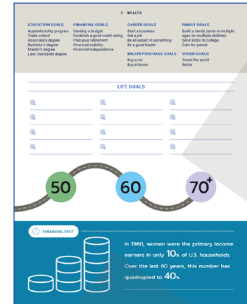
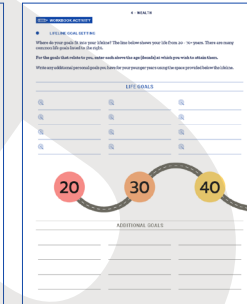
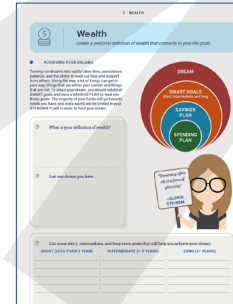
Transform dreams into attainable goals.

10

ACTIVITY

Reinforce the lesson with an activity.

WORKBOOK SNAPSHOTS



SLIDE NOTES

Wealth - Create a personal definition of wealth and that connects to your life goals.

SAMPLE SCRIPT

Let's talk about wealth and what it means to be wealthy.



What does it mean to be wealthy?

SLIDE NOTES

What does it mean to be wealthy?

In the **Workbook** write your personal definition of wealth.

SAMPLE SCRIPT

What does it mean to be wealthy? The answer may not come easily. Wealth is personally defined and is not just tied to money. A “wealthy” way of living is a way for anyone, wealthy or not, to maximize their income.

Turn to **Page 3** of the **Workbook** and write in your personal definition of wealth.

Net Worth

Assets

— Liability

=

Net Worth

3 - WEALTH

Wealth

Create a personal definition of wealth that connects to your life goals

ACHIEVING YOUR DREAMS

Turning our dreams into reality takes time, persistence, patience, and the ability to seek out help and support from others. Along the way, a lot of things can get in your way, things that are within your control and things that are not. To attain your dream, you should establish SMART goals and have a SAVINGS PLAN to feed into those goals. The majority of your funds will go towards needs you have, and extra wants will be limited in your SPENDING PLAN in order to fund your dream.

DREAM

SMART GOALS
Short, intermediate, and long

SAVINGS PLAN

SPENDING PLAN

What is your definition of wealth?

List one dream you have.

"Dreaming, after all, is a form of planning."
—GLORIA STEINEM

List some short, intermediate, and long-term goals that will help you achieve your dream.

SHORT (LESS THAN 1 YEAR)	INTERMEDIATE (1-5 YEARS)	LONG (5+ YEARS)

SLIDE NOTES

Wealth is not demonstrated by the material items you possess, but rather by how you choose to maximize your income.

Wealth is defined by net worth, which is assets minus liabilities. Assets include cash accounts, investments, things that have financial value. Liabilities are any debts you must pay back.

So how do we develop a wealth mindset?

SAMPLE SCRIPT

It's important to know that wealth is not demonstrated by the material items you possess, but rather by how you choose to maximize your income.

Being rich is defined by your income. Being wealthy is defined by net worth, which is your assets minus your liabilities. Assets include cash accounts, investments, things that have financial value. Liabilities are any debts you must pay back.

We'll discuss net worth in more detail a bit later.



Dream Setting

Dream Setting



SLIDE NOTES

Do you know what dream setting is?

Refer learners to the **Dream Setting** image on **Page 3** of the **Workbook**.

SAMPLE SCRIPT

When you were a kid, what were some of your big dreams? Have they changed? Why? What are your big dreams now?

Dream setting is just the starting point. Now we will walk through how to develop plans to help make your dream a reality.

Page 3 of the **Workbook** shows the key components to attain our dreams.

TRANSITION

Now let's figure out how to make those dreams a reality.

3 - WEALTH



Wealth

Create a personal definition of wealth that connects to your life goals

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What is your definition of wealth?



List one dream you have.



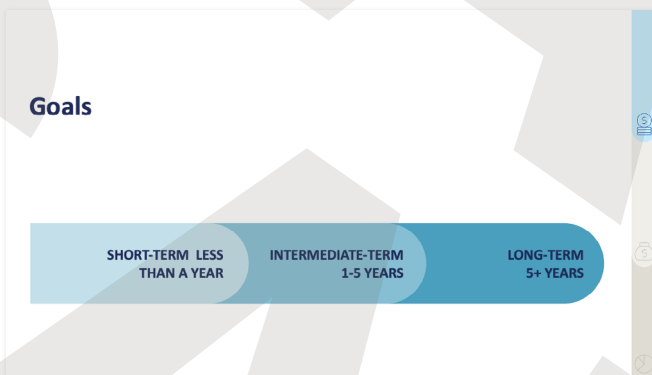
List some short, intermediate, and long-term goals that will help you achieve your dream.

SHORT (LESS THAN 1 YEAR)

INTERMEDIATE (1-5 YEARS)

LONG (5+ YEARS)





SLIDE NOTES

Short-Term - Less than a year

Intermediate-term - 1-5 years

Long-term - Over 5 years

Refer learners to **Page 3** of the **Workbook** to fill in their goals.

SAMPLE SCRIPT

Goal setting allows us to break up our BIG dream into digestible pieces. One dream may be comprised of several smaller goals. I suggest starting with long-term goals that contribute towards a dream.

It's also important to keep in mind that achieving earlier short-term goals can make long-term goals more achievable.

Long-term goals are goals that will take five or more years to reach. Maybe you dream of owning a home. You may then want to save for a down payment.

An intermediate goal may be purchasing a car. An intermediate goal is a goal you would like to reach in 1-5 years.

Short-term goals are goals less than one year. If you do not have an emergency fund to cover unexpected expenses, this may be a short-term goal of yours.

3 - WEALTH

Wealth

Create a personal definition of wealth that connects to your life goals

ACHIEVING YOUR DREAMS

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Short, intermediate, and long

SAVINGS PLAN

SPENDING PLAN

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