

Centsible parenting

A newsletter for parents of first grade children

WHAT DO YOU THINK?

It's Saturday morning and Chad is watching his favorite TV show. Suddenly it's interrupted by a commercial for a bright red remote control car. Chad turns to his dad and says, "I want that." Dad replies, "It costs too much." Chad continues, "But Daddy, you have money."

(See end of newsletter for a possible answer.)

It's not easy to develop "money sense" in children. But the best teacher is a parent who sets a good example.

There isn't one set of rules or one way to teach money management. Every family and situation is different. However, there are some general guidelines to help you with this important job.

GETTING STARTED

When should you start being a "centsible" parent? Most children can handle money much sooner than parents realize.

In fact, research indicates that children already have knowledge, attitudes, and ideas about money (and how they are going to use it) before they ever start school.

Children can be taught about money and learn from being praised when they use money wisely. Children also pick up a lot by watching how their parents handle money.

TEACHING MONEY CONCEPTS

Young children can learn some important basic concepts if they are shown by example.

Be aware that your words, actions, facial expressions, and tone of voice tell your child how you feel about money.

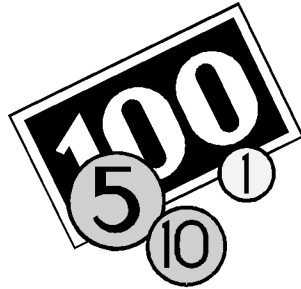
Here are some fun activities you might try with your child:

- Play counting games with coins. This is how a child learns how many pennies it takes to make a dime.
- Pick out pictures of needs and wants in magazines and catalogs to help your child see he or she can't have everything.
- Give your child a certain amount of money and help the child shop for a school backpack. This can teach about money limits and making choices.
- Make a birthday card for a grandparent to teach how sometimes you can make something cheaper than buying it at the store.
- Play restaurant or grocery store to teach the concept of using money to buy things.

LEARNING TOGETHER

Here's a game you can play with your child to help the child learn how to count coins.

You will need several coins. Have at least 10 pennies, 10 nickels, 10 dimes, 4 quarters, and a dollar bill.

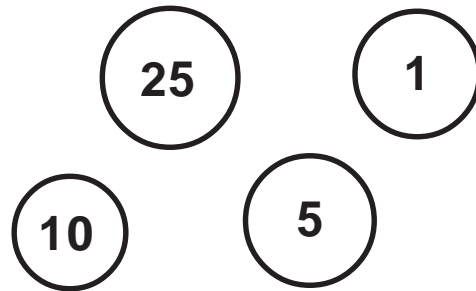


1. Lay all the coins out on the table.
2. Talk about what the coins are worth:
penny = one cent
nickel = five cents
dime = 10 cents
quarter = 25 cents
3. Show the dollar bill. It equals 100 cents.
4. Have your child show you how many pennies make a nickel, how many nickels make a dime, how many quarters make a dollar, etc. As your child learns these concepts, introduce different combinations of coins.

Adapted from Drew, Bonnie. Money Skills: 101 Activities to Teach Your Children About Money, p. 61, 62. Used with permission.

HAVING FUN

Have your child color these coins—color the quarter green, the dime red, the nickel blue, and the penny orange.



CONSIDER THIS

Dad says, "Yes we do have money, but we can't buy everything we want. That red remote control car costs \$40. In our family we only have \$40 to spend on toys right now. If we buy the car, you can't get any other toys until Christmas time. Now, do you really want the car?"

COMING IN OCTOBER: WHERE MONEY COMES FROM

Prepared by Donna K. Donald, family life field specialist, and Vicki W. Sickels, former family support program associate, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with first grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

A newsletter for parents of first grade children

WHAT DO YOU THINK?

Emily went with her dad to run some errands. They stopped at the ATM to get some cash because Dad didn't have any money with him to buy the things they needed. While they were at the ATM, Emily says, "Daddy, I want a card so that I can get my own money from the Money Machine!"

(See end of newsletter for a possible answer.)



Children can get money from any or all of these ways. Of course, it won't likely be a large amount and it may come on a somewhat irregular basis.

But, having some money will give your child a chance to have money to handle. Likewise, if your child has a chance to earn some money he or she will begin to understand the concept of exchanging work for money.

As a child growing up you probably heard the phrase, "money doesn't grow on trees" many times from your parents. And, maybe you've said it more than once to your child.

So, the next question for a child is, "if money doesn't grow on trees, where does it come from?" That's a fair question and one that children need help with understanding and learning.

GETTING MONEY

Let's start with thinking about where children get their money. Here are some ways:

- gifts from parents, grandparents, and other family members, friends, etc.
- allowances
- earnings from jobs

EARNING MONEY

Is a first grader too young to earn money? Of course not. It's important children know they can make a difference.

Remember, children develop at different rates. This means some first graders will be able to handle certain jobs easier than others.

Children also have different skills and interests. Find out what your child likes to do and encourage his or her special talents.

These are important ideas to keep in mind when you're helping your child think of ideas of things he or she can do to earn money.

LEARNING TOGETHER

Sit down with your child and try to figure out what he or she can do to earn some extra money. Go over this list and check the things the child thinks he or she could do alone or with a little help.

Goods

These are things you might **MAKE** to sell for money.

_____ lemonade

_____ popcorn

_____ pictures

_____ jewelry

_____ cookies

_____ other (_____)

Services

These are things you might **DO** for money.

_____ feed the dog

_____ pull weeds

_____ pick up pop cans

_____ sweep the walk

_____ water the plants

_____ other (_____)

CONSIDER THIS

Dad says, "Emily, we don't get money from the machine unless we put money in the bank first. I get paid for working at the telephone company and when I get my paycheck I put it in the bank. Then I can take money out with this card."

COMING IN NOVEMBER: DECIDING ON AN ALLOWANCE

Prepared by Donna K. Donald, family life field specialist, and Vicki W. Sickels, former family support program associate, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with first grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

A newsletter for parents of first grade children

WHAT DO YOU THINK?

Scott and Mom are waiting in the checkout line at the grocery store. Scott immediately starts asking for gum, then a candy bar, and finally a plastic squirt gun. Mom says, "No, you don't need that." Scott continues to whine, "But Mom, I want it, I REALLY want it!"

(See end of newsletter for a possible answer.)

Children need to have experience handling money in order to learn its value. When your child is old enough to be in school, you may be confronted with the allowance issue. This is one way for a child to have his or her own money.

Whether or not your child is ready to get an allowance depends on age and maturity as well as your family's financial situation.

Your child is probably old enough to start getting an allowance if he or she understands you use money to buy things.

KNOWING HOW MUCH AND HOW OFTEN

The first question you may ask is how much should the allowance be. Well, that depends on what you want it to cover.

For a young child, a small allowance should be enough so the child might have money for:

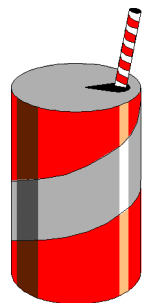
- personal use
- savings
- giving
- sharing

No matter what age, the child should have enough allowance to cover some needs but be small enough so he or she will have to make some choices.

It's important that you sit down with your child and talk about how the allowance money can be used. Try not to have too many limits, as the idea is for the child to have some money to spend any way he or she wants.




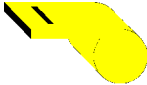


The allowance should be given at the same time each week. You may find that once a week is too long for a young child to wait. If so, try giving the allowance twice a week.

Chances are good your child will spend the allowance and still ask for money to buy something else. While you may want to just give the child more money, that's not helping teach money management. Your child will soon learn to think before spending the allowance.



MAKING AN ALLOWANCE CHART

Children have trouble understanding time concepts and money limits. If you and your child make a chart to post on the refrigerator you will have a picture to help teach these ideas. Below is a sample chart showing when the child gets an allowance, how he or she spends it, and if anything is left. Use pictures or stickers to make the chart colorful and fun!

Child's Name — Scott							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
When Do I Get My Allowance?							
What Did I Buy?							
Am I happy with how I spent my money?							

CONSIDER THIS

Mom says, "Scott, I know you want to get something. I won't buy you those things, but if you really want something, you can spend some of your allowance. Do you want me to help you pick something out that you can afford?"

COMING IN DECEMBER: MAKING DECISIONS AND SPENDING

Prepared by Donna K. Donald, family life field specialist, and Vicki W. Sickels, former family support program associate, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with first grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

A newsletter for parents of first grade children

WHAT DO YOU THINK?

Christie and her mom are shopping for groceries and Christie asks, "Could we please get some soup for lunch?" Mom says, "What a good idea." Mom picks out some soup. Then Christie says, "Look Mom, this kind is only 89 cents and the one you picked is more."

(See end of newsletter for a possible answer.)

For many of us, spending is the fun part of having money. Sometimes we do a good job of making spending decisions and other times, we probably could do better.

Our children are no different. They will make both good and not so good choices about how they spend their money.

It's hard for young children to understand what you're talking about when you start sharing ideas about decision making. But what they will catch on to is how you make your choices. Remember, your child will learn the most by simply watching how you spend your money.

MAKING DECISIONS

What is decision making all about? Well, for a first grader, it might be a simple choice between some of these items:

squirt gun		yellow car
candy bar		fruit flavored gum
glitter crayons		colored chalk

Any time your child has a choice between one or more items, he or she is making a decision.

LEARNING ABOUT NEEDS AND WANTS

All of us have lots of needs and wants. Young children are apt to think they need everything and want it right now.

Do you know the difference between needs and wants? Here are a couple of simple definitions:

- want—something you wish for very much but could live without
- need—something you have to have to live every day

Usually children (and adults) will have more wants than needs. It will help your child to begin to understand the difference if you use these questions when he or she wants to spend some money.

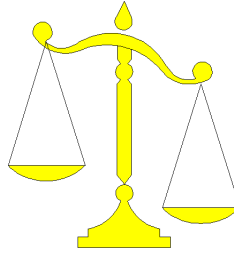
- 1) Do I really want it?
- 2) But, do I really need it?
- 3) Can I get along without it?
- 4) How can I pay for it?

UNDERSTANDING NEEDS AND WANTS

Here is a list of several items children might think they need or want. Read the words to your child and have the child draw a blue circle around the things he or she needs and a red circle around those he or she wants.

- gum
- candy bar
- tennis shoes
- milk
- doll
- hamburger
- pop
- stickers
- medicine
- eyeglasses
- popcorn
- video movie
- sweatshirt
- coloring book
- mittens

MAKING A DECISION



Here is a situation for you and your child to work through together. It will help the child understand the steps to making a decision.

The Situation:

You have \$2.00.

The Problem:

What will you do with it?

The Choices:

- Rent a movie
- Buy a toy
- Put in piggy bank

The Consequences:

- How long will it last?
- How will you feel about it?

CONSIDER THIS

Mom says, "Christie, you are right. I hadn't really paid any attention to the price. I just always buy the same kind. If we buy the cheaper one you can have the extra money for your bank. Let's try this one and see if we like it."

COMING IN JANUARY: LEARNING TO SAVE MONEY

Prepared by Donna K. Donald, family life field specialist, and Vicki W. Sickels, former family support program associate, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with first grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

A newsletter for parents of first grade children

WHAT DO YOU THINK?

Josh and his dad are looking at the Sunday paper. Josh picks up a flyer for the local discount store and immediately sees a plastic snow saucer. "Gee Dad, can I get this?" he says. Dad replies, "OK Josh, that looks like something fun to play with, but you'll need to buy it with your own money. Do you know how much it costs?"

(See end of newsletter for a possible answer.)

The idea of "saving for a rainy day" is hard for children. In fact, this is difficult for many adults too. Remember as you try to teach children the idea of saving, they will learn from your example. If your child sees you planning for something special and putting money away, he or she will start to understand the connection.

Young children, especially, do not have a good handle on time. They want things right now. Don't expect children who are just beginning to learn how to handle money to save more than a little at a time. Even a few cents a week will help teach the concept of saving.

SAVING FOR THE SHORT RANGE

If a first grader is going to save money, the child needs a concrete goal. This gives him or her a reason to save.

Draw or cut out a picture of the item your child wants to save for and hang it on the refrigerator or the dresser mirror. Help the child make a calendar that shows how much he or she needs to save and when.

It's also a good idea to have a bank nearby for the savings. Children enjoy putting money in a bank. Your child is probably going to want to take the money out of the bank often to count it and see how much is there.

It also can be a learning experience for your child to go to a financial institution with you. The child can see you put your money in an account and learn about different places to put money for saving.

ADDING TO THE SAVINGS

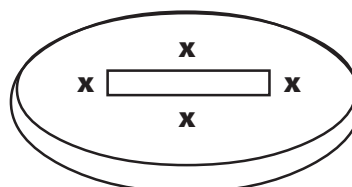
Your child may need help in finding ways to make money to add to savings. One fun idea is to let the child clip coupons for you to use at the grocery store. When you use a coupon he or she gets the amount you saved. You will need to set a limit ahead of time on how much the child can earn this way. Otherwise he or she might hand you a stack of coupons for things you wouldn't normally buy.

MAKING A SOCK BANK

Materials: cardboard, rubber bands, a long sock, materials for decorations, glue, and stapler

Steps

- 1) Cut the cardboard into two circles that fit the opening of the sock.
- 2) Cut holes shaped like a rectangle into the center of the circles. The holes in the circles must line up with each other or match.
- 3) Place the circles on top on one another and staple them together. Do not staple along the edges; staple where the X's are.



- 4) Decorate the top circle as any animal face.
- 5) Slip the sock over the edges of the circle.
- 6) Put a rubber band around the top of the sock so that the rubber band is between the two circles of cardboard but outside the sock.
- 7) Put money in the bank to feed the pet.

My Money, Myself, 1990. Consumer Economics and Housing, Martha Van Rensselaer Hall, Cornell University, Ithaca, New York, 14853.

CONSIDER THIS

Josh answers, "It costs \$4.99 and I only have \$2.00." "Well then," says Dad, "let's figure out how much money you will have to save and how long it will take for you to have enough to buy the saucer."

COMING IN FEBRUARY: SHARING AND GIVING GIFTS

Prepared by Donna K. Donald, family life field specialist, and Vicki W. Sickels, former family support program associate, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with first grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

A newsletter for parents of first grade children

WHAT DO YOU THINK?

Alison is talking to her grandmother after school. Alison says, "I found out today that there was a fire at Libby's house Saturday night. Almost everything in her room is gone. I feel really sorry for her." "That sure is too bad," answers Grandma, "maybe you could do something to help." "But Grandma, what could I do?" replies Alison.

(See end of newsletter for a possible answer.)

Certainly as parents you want to teach your children good money management. First grade children are just beginning to learn some of the basic skills needed for their lifetime.

However, at this point, it's important to spend some time thinking about money—what it can and can't do for you, your child, and others.

It's easy for a child to get caught up in the idea of making, spending, and saving money—for himself or herself. As parents you may want your child to be able to share what he or she has with others.

SHARING AND GIVING TO OTHERS

Sharing is a concept that is not always easy for a child to grasp. Your child will learn a lot about giving by watching others.

Here are some ways people share and give of themselves. Some cost money and some do not. Talk to your child about these when he or she sees them occurring. Try to answer any questions that may come up about why people do these things.

- Donating used clothing to the Salvation Army, local clothing drive, community clothing center, etc.
- Giving money to a charity or religious organization.
- Donating blood at the local blood drive.
- Taking food to a family when someone is sick or hurt.
- Contributing food to a food bank or pantry.
- Volunteering time to read books for story hour at the library.
- Visiting people at the nursing home.
- Helping family members with chores.
- Watering plants for the neighbors while they're on vacation.

DECIDING WHERE THE MONEY WILL GO

Cut out these labels for your child to attach to three small containers. Place the jars in the child's room where he or she can get to them easily. Talk with the child about deciding how the money will be divided among the three jars. Having the three jars is a visible reminder of the importance of spending, saving, and giving when it comes to money management.



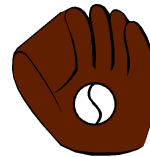
SAVING



GIVING



SPENDING



CONSIDER THIS

Grandma says, "Maybe you could share some of your stuff with her." "What do you mean?" asks Alison. "Well, I'll help you sort through your toys and clothes and see if you have some things you would like to give to Libby," replies Grandma.

COMING IN MARCH: UNDERSTANDING FAMILY AND MONEY

Prepared by Donna K. Donald, family life field specialist, and Vicki W. Sickels, former family support program associate, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with first grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

▶ A newsletter for parents of first grade children ▲

WHAT DO YOU THINK?

Joey and his Mom are walking through the parking lot at the store. Joey says, "Look Mom, there are two quarters. I'm going to pick them up." Mom says, "Well Joey, they probably fell out of someone's pocket. We don't know who the money belongs to, so I guess it's yours. What are you going to do with it?"

(See end of newsletter for a possible answer.)

Like most people you probably have some strong feelings about money even though you may not think you do. And, these feelings didn't just happen. Rather they've been formed by past experiences. The values and beliefs of the family you grew up in strongly influence your feelings about money today.

If there are two adults in your home there will also be two sets of ideas about money. This can be a source of conflict if you do not talk about these differences. It also can be hard for your child because the child will learn his or her own values and attitudes about money from you.

REMEMBERING YOUR CHILDHOOD

As a parent it can be helpful to occasionally think back to your days as a child. Many of your ideas about money come from what you learned as a child.

Here are some questions you might ask yourself to help you understand your own values and attitudes about money.

- How was money treated in your home?
- Did you talk as a family about money?
- What good memories do you have about money?
- What bad memories do you have about money?
- Did you get an allowance? Were there any rules about how you could use it?
- If you didn't get an allowance, how did you get money?
- Did you feel like you had enough money?
- What feelings about money did you carry into adulthood?

Spend some time thinking about these "money memories" and how they affect your life as an adult. Most likely you will want to continue some things, change others, and pass certain attitudes or feelings on to your child.

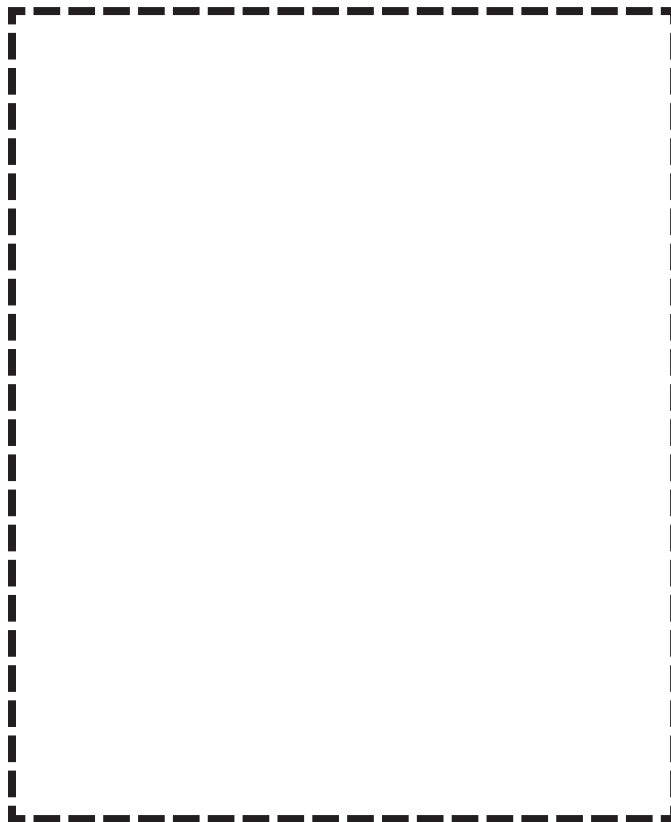
FINDING OUT WHAT'S IMPORTANT

Values are those feelings we have about what is really important. Together with your child, do this simple activity that will give you a chance to share and talk about your family values.

Find and circle these words: house, fun, food, school, family, and friends. These are things that could be important to your family.

c f f a m i l y
h o u s e w r c
m b e c f o o d
o k d l n f u n
f r i e n d s k
j s c h o o l m

Have your child draw a picture of one of the things circled that is important to him or her.



CONSIDER THIS

Joey answers, "I don't know, what do you think I should do?" Mom replies, "Well remember, in our family we try to save part of any extra money we have. Maybe you could put one quarter in your bank and spend the other quarter for something you want."

COMING IN APRIL: UNDERSTANDING ADVERTISING

Prepared by Donna K. Donald, family life field specialist, and Vicki W. Sickels, former family support program associate, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with first grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

A newsletter for parents of first grade children

WHAT DO YOU THINK?

Melissa and her little sister Shelley are all settled in for a Saturday morning watching cartoons. Suddenly a commercial comes on for a fruit flavored cereal. "Gee Dad, I want that kind of cereal," says Melissa. "Me too," pipes up Shelley. Melissa adds, "It has to be good, those kids really like it."

(See end of newsletter for a possible answer.)

The pressure to buy, buy, buy is everywhere. It's hard for children to see so many things and not want them all.

Because there is so much available, advertising has become big business. Companies are trying just about anything to get your attention so you will buy what they have to sell.

SEEING IT ON TV

While adults are exposed to advertising in several ways, children are most likely to be influenced by TV ads. In fact, children watching TV may see thousands of commercials each year.

FIGURING OUT THE GIMMICK

Marketers are well aware of the power of TV and aggressively gear advertising to children.

First grade children usually are able to see the difference between real and imaginary, but have trouble with subtle distinctions.

For example, your child may not understand that a certain brand of tennis shoes won't make him or her jump like a basketball star.

Here are some questions you can use to help your child understand some techniques advertisers use to push their products.

- Why is a toy put in the cereal if it tastes so good?
- Why is a prize shown rather than the food in special promotions?
- Why is a toy flying through the air when that toy can't really fly?
- Why are there fireworks when you eat certain candies?
- Why do commercials use famous people?
- Why do commercials only show "pretty" people?
- Why are commercials louder than the regular programs?

WATCHING COMMERCIALS

Sit down with your child on a Saturday morning and watch some TV together. Help him or her fill in this chart and use the time to talk about the gimmicks used to sell the products.

	WHAT IS THE PRODUCT?	WHAT IS THE GIMMICK?	DO YOU BELIEVE IT?	WOULD YOU BUY IT?
AD 1				
AD 2				
AD 3				
AD 4				

CONSIDER THIS

"Well Melissa," replies Dad, "why do you think the kids really like it?" Melissa answers, "They ate lots of it and were having fun." "They may not think it's as good as they are showing you. Remember the whole idea is to get you to want the cereal and have your parents buy it," says Dad.

COMING IN MAY: FINDING OTHER RESOURCES

Prepared by Donna K. Donald, family life field specialist, and Vicki W. Sickels, former family support program associate, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with first grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

A newsletter for parents of first grade children

WHAT DO YOU THINK?

Mrs. McDonald and Mrs. Baker bump into each other at the elementary spring music concert. Mrs. Baker says, "Hi Jill, have you been reading the Centsible Parenting newsletters this school year?" "Yes," she answers, "we've learned a lot from reading them and my daughter really enjoyed the games and activities. The newsletters have made us think about the importance of teaching our children about money."

With the end of the school year comes the last issue of *Centsible Parenting*. Over the past months, this series of newsletters focused on teaching money management skills and concepts to children.

Teaching your child about money has aspects of earning, spending, saving and sharing. Hopefully the information and activities have helped you deal with these issues within your family.

Remember young children usually learn best by doing, so continue to offer your child as many experiences as possible.

LOOKING AT WEBSITES

Many websites are related to children and money. Websites come and go, but if you get to a couple, you'll usually find links to additional sites.

Be cautious as you and your child navigate the websites. It's a good idea to start with KidzPrivacy. This Federal Trade Commission website includes information for children and parents about online privacy issues for families. The website address is <http://www.ftc.gov/bcp/conline/edcams/kidzprivacy/index.html>.

The United States Mint has a site for elementary and middle school kids. It features games, cartoons, coin news, and coin camp. All the activities are about coins. It is interactive, educational, colorful, and fun. The website address is <http://www.usmint.gov/kids>.

READING A BOOK

If you and your child like to read, spend some time at the library or a bookstore. You will discover old favorites and new titles relating to money and children. Books for children of all ages include both fiction and non-fiction.



Talk about the characters and their problems. If a child in the story is having trouble deciding what to do with an allowance, together you can read and talk about what the character did and how you might want to do the same thing or something different.

Books also offer a non-threatening way for you to pass on your values about money. Choose books that support what you believe about spending, saving, and sharing money.

HOW ARE YOU DOING?

Here is an exercise that may help you evaluate what you are or are not doing to teach your children money habits for life. "Yes" answers indicate ways you are helping your children learn money management skills. "No" answers could mean you may need to help them more. These are general questions for all children. The stage of development of the child will dictate how involved you get with topics presented in the questions.

YES	NO	
_____	_____	1. Do each of my children have some money to manage without my interference?
_____	_____	2. Have I helped my children set up a spending/saving plan?
_____	_____	3. Do I avoid using money as a reward or punishment?
_____	_____	4. Do each of my children do some regular household chores?
_____	_____	5. Do I set a good example by being truthful about money matters?
_____	_____	6. Do I give my children more financial responsibilities as they get older?
_____	_____	7. Am I a good money manager, giving my children a good example to follow?
_____	_____	8. Do I allow my children to make their own decisions about money when there are alternatives?
_____	_____	9. Do I praise my children if they have made wise decisions with their money?
_____	_____	10. Do I help my children find ways to earn extra money that is age appropriate and suits their abilities and skills?
_____	_____	11. Do I allow my children to make mistakes related to money and help them understand the consequences?
_____	_____	12. Do I sometimes verbalize my own desire to acquire more goods and services than my income can handle so that my children know that I say "no" to myself too?

Chart reprinted with permission from materials adapted for use in Iowa by Cynthia Needles Fletcher, professor and extension specialist, Department of Human Development and Family Studies, Iowa State University, from materials prepared by Alice Mills Morrow, extension family economics specialist, Oregon State University. Originally developed from publications by Washington State University and Clemson University Cooperative Extension Service, Clemson, South Carolina.

Prepared by Donna K. Donald, family life field specialist, and Vicki W. Sickels, former family support program associate, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with first grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

A newsletter for parents of third grade children

WHAT DO YOU THINK?

Jennifer and her mom are shopping for a birthday present for a friend. They pay for the gift and Jennifer sees a hair barrette she really likes and says to her mom, "This barrette is so cool, would you buy it for me?" Her mom says, "We just don't have any extra money right now." Jennifer whines, "But Mom, just write a check for it."

(See end of newsletter for a possible answer.)

Parents may wonder when to start teaching children about money. Children are not born with money sense and need help and guidance to get them started in the right direction.

Teaching money management has never been more important. Many teenagers are handling lots of money without having the slightest idea of how to do it. If children learn the basics as they grow up, they will be better prepared.

GETTING STARTED

While younger children learn by watching how others handle money, third grade children will learn by doing things with money themselves. Your child can learn about how money is earned, used, and saved. The child can make some decisions and figure out money is limited.

It's important that you try to teach your child at his or her level. You cannot expect a child to see money in the same way an adult does. Use examples and activities that match the child's age and development.

TEACHING MONEY CONCEPTS

Your child can deal with small amounts of money and make simple decisions and plans. Provide lots of chances for your child to do this. Remember, he or she will learn by doing.

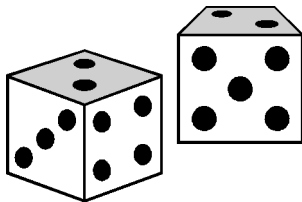
Here are some fun activities you might try with your child:

- Allow your child to help make decisions at the store. Talk together about deciding between two items—for example, buying either generic brand or name brand cereal.
- Give your child a regular allowance. This will help teach limits and how to follow a plan for spending.
- Think of ways your child can earn some money and keep this separate from any allowance. The child needs to learn where money comes from and that it "doesn't grow on trees."
- Open a savings account so the child can learn to save for something special.
- Talk about advertisements and their messages. Help the child learn ads aren't always real or what they appear to be.

LEARNING TOGETHER

Here's an activity you can do with your child to help him or her practice making change.

You will need three colored dice, a dollar bill, some change, small toys, and a shoe box.



1. The red die is pennies, the blue die is nickels, and the white die is dimes.
2. Roll dice to decide how much the toy costs. (For example, 3 on red die = 3 cents; 4 on blue die = 20 cents, and 2 on white die = 20 cents. The toy costs 43 cents.)
3. Make change from \$1.
4. Roll dice again and buy another toy.
5. Be sure to praise your child when he or she makes the right change. Help the child if he or she has trouble.

Adapted from Drew, Bonnie. Money Skills: 101 Activities to Teach Your Children About Money, p. 61, 62. Used with permission.

HAVING FUN

Have your child unscramble these words. They are found in the "Learning Together" section.

g e n a c h _____
e d c i _____
l l d o a r _____
n t e c s _____
l i l b _____
n e p n s i e _____
s y o t _____

Answers: change, dice, dollar, cents, bill, pennies, toys

CONSIDER THIS

Mom says, "Jennifer I know you like the barrette. But remember, just having checks doesn't mean I have money to buy it. I can only write checks up to the amount of dollars in my bank account. The rest of the money in the bank account has to pay for our family bills this month."

COMING IN OCTOBER: WHERE MONEY COMES FROM

Prepared by Donna K. Donald, family life field specialist, and Vicki W. Sickels, former family support program associate, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with third grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

▶ A newsletter for parents of third grade children

WHAT DO YOU THINK?

Adam was playing with his friend Jay after school one day. Jay had some new football trading cards. Adam said, "Jay where did you get those cards? I'm going to get some just like them." Later that night when Adam and his mom were in the kitchen he said, "Mom, I was with Jay today and he had some football cards I want. Could you give me money so I can buy them tomorrow?"

(See end of newsletter for a possible answer.)

Where does your child get money? If you're like most families, your child probably gets money from gifts, allowances, earnings, or just plain handouts.

It's important for children to have some money that is theirs to use as they want. Children in the third grade are ready to learn by doing and they need the actual experience of getting and spending money to learn money management.

Gifts and other unearned money are always great. But, you can teach your child much more about the world of work if the child earns some money.

EARNING MONEY

When should you let a child start working for money? Well, as soon as the child is able to handle a job for someone, he or she is ready to earn some money.

A question parents often ask is if children should get paid for doing work around the house. It's generally not a good idea to pay your child for everything he or she does at home. You want the child to understand all family members help out to get things done.

But, perhaps your child can find some extra jobs to do for pay. These would be things you don't have time to take care of or would have to pay someone else to do for you.

Your child may also look for jobs away from home. Other family members and neighbors often need some extra help.

Be sure any jobs your child agrees to do are jobs he or she can realistically do on his or her own or with some supervision.

Help your child learn to talk about the job details—what is expected and what he or she will be paid. Spend some time discussing how a job went once it is completed. This is excellent training for the world of work!

LEARNING TOGETHER

Situation: Kelsey wants to make enough money to buy a life size doll. To get started she and her parents decided Kelsey could rake leaves for neighbors this fall. See if you and your child can figure out what expenses Kelsey will have and how much she might earn.

It's important Kelsey's parents not cover all her expenses so she doesn't get a false idea of what it takes to earn money. Also, she needs to discuss payment with the neighbor before she begins the job. This helps Kelsey understand what she's being hired to do.

Possible expenses

rake _____

garbage bags _____

gloves _____

Cost of doll _____

Possible earnings

by the hour _____

by the job _____

by yard size _____



Work with your child to come up with the above numbers and then figure out how many yards Kelsey will have to rake to make enough money to buy her doll.

Number of yards Kelsey must rake _____

CONSIDER THIS

Mom says, "Adam you will have to buy those cards with your own money." "But Mom, I spent my allowance already and I really need those cards," whines Adam. Mom continues, "You will either have to wait for next week's allowance or find a way to earn some extra money. Can I help you think of something you could do for me to earn it?"

COMING IN NOVEMBER: DECIDING ON AN ALLOWANCE

Prepared by Donna K. Donald, family life field specialist, and Vicki W. Sickels, former family support program associate, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with third grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

A newsletter for parents of third grade children

WHAT DO YOU THINK?

On Monday evening Megan is shopping with her Dad. After looking through the jewelry department at the store, she says, "Dad, I really want to get this pretty necklace. I know I've spent this week's allowance and don't get the next one until Saturday. But, can't you give me an advance? If I wait, the necklace might be gone!"

(See end of newsletter for a possible answer.)

Should you give children an allowance or should you just give them money when they need it?

It might help you decide the allowance question if you start by listing advantages and disadvantages.

Some advantages might be:

- gives child practice getting by on a set amount of money
- means child must make choices
- teaches child to learn from mistakes
- eliminates constant asking for money

On the other hand disadvantages might be:

- becomes a power struggle between you and your child
- feel pressured to give an allowance or keep up with what your child's friends are getting

GETTING STARTED

If you've decided to give your child an allowance, start by talking about how it will be spent. You may want to put the agreement in writing. If you do, it might look like this:

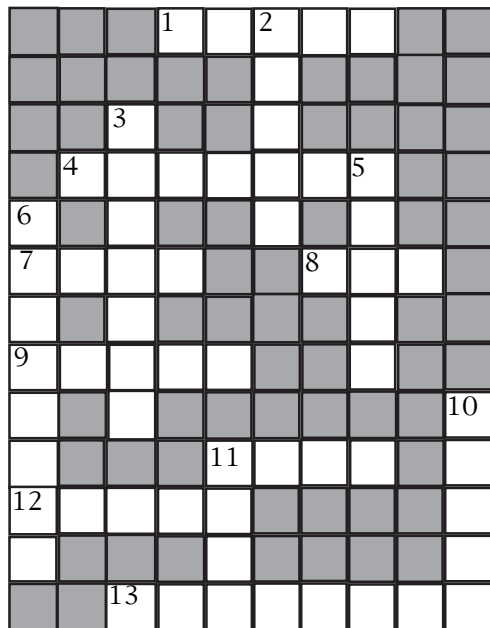
ALLOWANCE AGREEMENT

Child's Name _____
 Amount of Allowance _____
 Paid on _____
 Items It Will Cover _____
 Any Limits _____
 Date for Review _____

To be worthwhile an allowance should:

- be a set amount that is paid regularly (a third grader can probably handle a weekly allowance)
- cover items agreed on (remember to write these down)
- allow some extra with "no strings attached" (encourages making decisions)
- not be tied to regular household chores or be used as a reward or punishment (the purpose of the allowance is to learn how to manage money)

DOING AN ALLOWANCE PUZZLE



Have your child fill in the puzzle with items he or she might buy with an allowance.

CONSIDER THIS

Dad says, "Megan, this is the third week in a row that you've asked for an advance so the answer is no. But when we get home let's sit down and review your allowance. We need to look at how much you're getting and what you're spending it on. I may need to raise your allowance or you may need to watch your spending more closely."

ACROSS

- 1) Something you watch in a theater
- 4) Something you get for a birthday
- 7) You play with these
- 8) Something you chew
- 9) A sweet thing you eat
- 11) A round toy
- 12) Something you listen to music on
- 13) A thing on your bicycle that makes noise

DOWN

- 2) A movie you rent
- 3) Things you use to color pictures
- 5) A toy with four wheels
- 6) Pictures you put on papers or your hand
- 10) A toy that runs on a track
- 11) You read from this

Answers:

- | | |
|---------------|-------------|
| Across | Down |
| 1) Movie | 2) Video |
| 4) Present | 3) Crayons |
| 7) Toys | 5) Truck |
| 8) Gum | 6) Stickers |
| 9) Candy | 10) Train |
| 11) Ball | 11) Book |
| 12) Radio | |
| 13) Bike Horn | |

COMING IN DECEMBER: MAKING DECISIONS AND SPENDING

Prepared by Donna K. Donald, family life field specialist, and Vicki W. Sickels, former family support program associate, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with third grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

A newsletter for parents of third grade children

WHAT DO YOU THINK?

Jason and his dad stop to eat at noon at a fast food restaurant. Jason says, "I want that space ship they're selling." "I thought you were going to buy a race car with your money when we got to the store," answers Dad. "But Dad, this doesn't count, this is a restaurant," says Jason.

(See end of newsletter for a possible answer.)

Every day we all make many decisions—big and small. Sometimes we may spend a lot of time deciding before we make our choice. Other choices we make without even thinking.

It's usually easier for adults to make choices because over time we learn the process of making decisions. Even then we don't always make the best or wisest choice.

When it comes to money management, there are many concepts for children to learn. But one of the most important is that of choices and decision making.

Money means different things to different people. However, spending money always means when you buy one thing you can't buy something else. Money is limited so children have to learn how to weigh options.

UNDERSTANDING THE PROCESS

Before you make any decision you may think about many things. These might include needs versus wants, costs, durability, etc.

Then you might follow a process like this:

- 1) **Situation**—Carefully and clearly identify the situation.
- 2) **Options**—Think about all the choices and get together any information that might help you make a decision.
- 3) **Consequences**—Look at the advantages and disadvantages of each choice.
- 4) **Solution**—Make a decision. Later look back and see how good your decision was.

When a child is learning the process, he or she may need to actually write things down on a piece of paper. As the child gets older and has more experience making decisions, much of this becomes automatic.

This process can be used to decide what to buy for a snack or how to use an allowance or bigger decisions when a child gets older like whether to drink and drive.

USING A CHOICE CHART

You can use any method you want to help you choose between two or more products or options when making a decision. But, here is a sample chart you can try with your child.

Situation: Carly has saved \$10. Now she needs to decide what to do with it. Fill in the blanks.

Child's Name: Carly					
Options/ Products	Cost	Best Thing About It	Worst Thing About It	How Long It Will Last	My Choice
Spend on snacks					
Leave in savings					
Buy a present					
Buy hair bows					
Go to a movie					
Total spent					

CONSIDER THIS

Dad says, "Jason, I know we're at a restaurant but this toy is not food. You will have to decide if you want this spaceship or the car you had planned to buy. You only have money for one. The choice is yours—you decide."

COMING IN JANUARY: LEARNING TO SAVE MONEY

Prepared by Donna K. Donald, family life field specialist, and Vicki W. Sickels, former family support program associate, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with third grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

A newsletter for parents of third grade children

WHAT DO YOU THINK?

The doorbell rings and Mom opens the door to find the paper carrier collecting for the Sunday paper. "Julie," she yells, "can I borrow \$5.00 for the paper?" Julie answers, "But Mom, that's mine and you're always using my money. That's not fair, it wasn't easy to save that money."

(See end of newsletter for a possible answer.)

Why do you save money? Do you save for something special or for security? People have different reasons why they save and children are no different.

One child may save money easily while another will want to spend every penny he or she has. However, you can encourage your child to start saving even if it's just a small amount.

One important concept is to teach children to pay themselves first. If they can learn to put a certain amount of money into savings before they buy anything at all, they will be well on their way to wise money management.

LEARNING TO SAVE

Children need to have both short- and long-term saving goals. An example of a short-term goal might be a new toy or pizza with friends. A long-term goal could be a trip to an amusement park or a new bicycle.

Children will have trouble saving money for something like college (which is too long for them to wait) or just to have money in case they need it.

TEACHING SAVING HABITS

- Help your child set realistic goals that still leave some money to spend. Hoarding money doesn't teach money management.
- Consider matching amounts of money your child puts into savings.
- Let the child spend saved dollars when he or she reaches the agreed upon goal.
- Take a trip to a financial institution and assist your child in opening a savings account if he or she doesn't already have one.
- Talk to your child about interest. The child needs to learn money can grow into more money if saved and put in the right places.

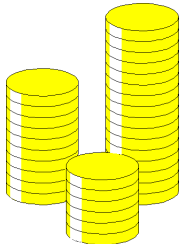


SAVING FOR THE LONG-TERM

Children will find it easier to save if they have a goal. Help your child answer these questions to get started on saving money.

What do you want to save money for?

How much money can you save each week?



If you save that amount, how much will you have:

in 4 weeks? _____

in 8 weeks? _____

in 12 weeks? _____

in 6 months? _____

How long will it take you to save enough money for your goal? _____

CONSIDER THIS

*Mom replies, "You're right Julie. This **is** your money. I know you've worked hard to earn it and I promise I'll pay you back later today." Julie says, "Mom, you'll probably forget." "Well then," says Mom, "I'll sign a note just like I would at the bank and pay you 25 cents interest for using your money."*

UNDERSTANDING INTEREST

Helping a child learn what interest is all about is not easy. Here is an activity you can do with your child to show how saving pays.

Situation: Kevin will be paid for shoveling the front sidewalk during the winter.

Choice: He will be paid \$1.00 each time and can put the money in his bank at home or in his savings account at a financial institution.

Ask your child to decide where Kevin should keep his money. Then, help your child figure out how much money Kevin will have at the end of the winter.

Bank at home: $\$1 \times \underline{\hspace{1cm}} = \$ \underline{\hspace{1cm}}$
(number of times)

Savings account:

$\$1 + \underline{\hspace{1cm}} + \$1 + \underline{\hspace{1cm}} \dots \text{etc.} = \$ \underline{\hspace{1cm}}$
(interest) (interest)

Stress these ideas with your child:

- saving regularly lets your money grow
- you can make money as you save

COMING IN FEBRUARY: SHARING AND GIVING GIFTS

Prepared by Donna K. Donald, family life field specialist, and Vicki W. Sickels, former family support program associate, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with third grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

▶ A newsletter for parents of third grade children ▲

WHAT DO YOU THINK?

"Look Dad, I got invited to Jeremy's birthday party next Saturday," yells Cody. "Sounds like fun," says Dad. "Do you know what you want to give Jeremy for a present?" "Oh, Mom usually takes care of that," answers Cody.

(See end of newsletter for a possible answer.)

The world can be a tough place for children to grow up and live in. Money alone will not solve all their problems. They will find life may be easier if they help and care for others.

The spirit of giving and receiving is a special art best taught by parents. Because children learn by example, remember to talk often with them about how people share and give to others.

Consider making it a tradition to give gifts from the whole family toward worthy causes. Make sure the gifts are meaningful and needed. Sharing and giving gifts from the family needs to happen on a regular basis in order to reinforce the idea of giving.

Some examples might be:

- buying groceries for a needy family
- cleaning up an elderly neighbor's yard
- donating a book to the library

- planting a tree in the park
- picking up litter along the road or street

Children love to receive gifts. They also may learn that giving gifts can be fun.

Children often feel they don't have enough money to buy the right presents. As parents you can teach them time is also a gift. Help your child understand ANY present is special—it's the giving that is important.

When your child wants to give a present, he or she needs help in thinking through these five steps.

- 1) What does the person really need or enjoy doing?
- 2) Is this a realistic gift from a child?
- 3) How much will it cost—time, money?
- 4) How much money does the child have to spend on the gift? Or, does the child have the time and skills to make the gift?
- 5) How can the parents help? Can you suggest ways for your child to earn extra money or help him or her make something?

It's a good idea to have more than one choice because the first may not work out.

DECIDING ON A GIFT

Situation: Your child wants to give Grandma and Grandpa a Valentine gift. First you talk through the steps in the *Giving Gifts* section. Then you and your child decide what the grandparents really would like is for him or her to stay overnight with them on a weekend. Children like to have an actual gift to hand to a person. So, you might help your child make a pretty card and enclose a coupon that looks something like this.



GIFT CERTIFICATE

Date _____

To _____

From _____

Occasion _____

This certificate good for _____

CONSIDER THIS

Dad says, "Cody, you're old enough to help decide on the gift. What do you think Jeremy would like?" "I know he collects baseball cards," says Cody. "Well then, let's figure out how much we have to spend on gifts and do our shopping Friday night," Dad replies.

COMING IN MARCH: UNDERSTANDING FAMILY AND MONEY

Prepared by Donna K. Donald, family life field specialist, and Vicki W. Sickels, former family support program associate, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with third grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

▶ A newsletter for parents of third grade children ▲

WHAT DO YOU THINK?

Ashley is eating supper with her family. Dad says, "It's been a good week. We've paid our bills, put some money in savings, and have \$25 left." "Well good," says Ashley, "I want to go shopping." Dad says, "Wait a minute, that's not just your money to spend." Ashley answers, "Well then, whose is it?"

(See end of newsletter for a possible answer.)

LEARNING MORE ABOUT YOURSELF

Before you can teach basic money concepts to your child, you need to look at your own values and attitudes related to money.

Values are those very basic things that are important to you. Attitudes are your reactions, positive and negative, to an idea.

Values are strongly influenced by what we experienced and learned as a child. But this can change over time and as we grow.

CHOOSING WHAT IS IMPORTANT TO YOU

Ask the adults in your home to rank these choices in order of importance to them. Then discuss your answers. The choices you make are a clue to some of your values. These are the values you will teach your children.

Adult #1	Adult #2	Choices
_____	_____	To have people like me
_____	_____	To do things for my family and others
_____	_____	To have friends
_____	_____	To do what is right
_____	_____	To be able to do what I want to do
_____	_____	To do new and different things
_____	_____	To have a lot of nice things
_____	_____	To be able to do things well
_____	_____	To know what will happen tomorrow
_____	_____	To be secure and healthy

DECIDING WHAT YOU VALUE

Have your child fill in this chart about things he or she likes to do. Then talk about the answers and see if your child can identify the values associated with his or her choices.

Values indicated by the choices are money, family, people, or self.

What Do You Value?

List five things you really love to do.

Place a check in the column under the right sign for each of these activities.

- \$ for things that cost money
- P for things you do with people
- F for things you do with your family
- A for things you do alone

	\$	P	F	A
1.				
2.				
3.				
4.				
5.				

Developed by Cooperative Extension Service of the Northeast States

TALKING IT OVER

Family meetings or councils are a good way to talk over lots of issues, including money. Each family member has a chance to tell about his or her wants and needs. As a unit the family can decide how to allocate their money.

Children need to be included in discussions about money so they can understand where the money comes from and why it is used the way it is.

CONSIDER THIS

Dad replies, "The money earned is for the whole family. Let's have a family meeting after supper and everyone can put in their ideas for how to use the money and then we'll decide together." "OK," says Ashley, "I have a lot of good ideas for the money."

COMING IN APRIL: UNDERSTANDING ADVERTISING

Prepared by Donna K. Donald, family life field specialist, and Vicki W. Sickels, former family support program associate, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with third grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

▶ A newsletter for parents of third grade children ▲

WHAT DO YOU THINK?

Wesley and Mom are at the local store shopping for some new spring clothes. Wesley says, "I want those tennis shoes right there. I saw a commercial for those on TV last night and they looked really cool."

(See end of newsletter for a possible answer.)

Have you ever

- purchased a dress hoping you would look like the model in the magazine ad
- selected a meal because the picture on the menu looked good
- looked at a new car after watching commercials on TV
- rushed out to buy new shampoo because the newspaper ad says it will make you look years younger

If so, you, like the rest of the world are reacting to advertisements. In today's competitive business atmosphere advertising is a multi-million dollar industry.

ADVERTISING DRIVES DECISIONS

As a parent teaching your child money management skills, it's important you recognize the influence advertising has on a person's purchasing decisions.

Children in the third grade are already beginning to be aware of the power of "stuff." They want what their friends have or what advertisements tell them they should have.

Because third grade students are most likely to be exposed to advertising through TV, you need to be tuned in to what they're seeing.

Ads during children's programming primarily focus on toys and snack foods. The ads shown at other times hype everything from shampoo to cars.

While your child may recognize the purpose of an ad is to get you to buy the product, he or she may not understand how the ads appeal to a person's emotions.

Talk to your child about ads using some of these emotional appeals:

- to be one of the crowd
- to be attractive to other people
- to be happy
- to be successful
- to be safe and secure
- to be healthy
- to be liked by other people



DECIDING WHAT TO BUY

Advertisements will always be a part of the shopping world. But, children can learn to use ads in making shopping decisions rather than be swayed by them. Fill out this chart with your child, using a product seen on TV. Help the child do some comparison shopping of similar products to make the best decision. You may want to try this chart with a snack food.

ITEM _____	PRICE	COLOR	STYLE	MATERIAL	FIT	TASTE	OTHER
BRAND 1							
BRAND 2							
BRAND 3							

CONSIDER THIS

Mom answers, "Yes, I saw the ad too. They did look nice. What about them did you like?" "Well," says Wesley, "the basketball star wearing them is one of my favorites." Mom says, "I know you like him, but what about the shoes—the color, style, material? Let's go look at those shoes and a couple of other pair that are similar."



COMING IN MAY: FINDING OTHER RESOURCES

Prepared by Donna K. Donald, family life field specialist, and Vicki W. Sickels, former family support program associate, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with third grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

▶ A newsletter for parents of third grade children ▲

WHAT DO YOU THINK?

Mr. Scott and Mrs. James are waiting in line at the grocery store. Mr. Scott says, "It's sure easier to go grocery shopping with Jeff now that he's into clipping coupons. We make a game of the shopping and he has fun instead of getting bored." "You're right," says Mrs. James. "We also learned several new ideas to try from the Centsible Parenting newsletters. We plan to work with Rachel and come up with some neat ideas for her to earn extra money this summer."

May brings the end of the school year and the last *Centsible Parenting* newsletter. Remember, the best teacher is a parent who sets a good example.

There isn't one set of rules you must obey because every family is different. But the guidelines shared in these newsletters can help you with this important job.

When you teach your children money management skills, you equip them to face many problems in adult life. A little "money sense" goes a long way.

LOOKING AT WEBSITES

Many websites are related to children and money. Websites come and go, but if you get to a couple, you'll usually find links to more sites.

Be cautious as you and your child navigate the websites. It's a good idea to start with KidzPrivacy. This Federal Trade Commission website includes information for children and parents about online privacy issues for families. The website address is <http://www.ftc.gov/bcp/conline/edcams/kidzprivacy/index.html>.

The Jump\$tart Coalition is a national coalition whose goal is to improve the financial literacy of K-12 students. Its website includes materials for parents, teachers, and youth leaders. If you click on resources and go to websites, you will find many links to explore. The website address is <http://www.Jumpstart.org>. For information about Jump\$tart activities in Iowa, go to <http://www.iajumpstart.org>.

PLAYING A GAME

There is never enough money for all the things we'd like to have. This can be a difficult concept for adults, so it makes sense that children also will struggle with making decisions. Children with allowances get to practice making choices.

The Allowance Game is an educational game you can play with your child. As you work through the game together, your child will make choices about how to spend an allowance. Categories include recreation, savings, snacks, clothing, sports equipment, gifts, hobbies, music, and other. Ask for a copy at the local county ISU Extension office or print a copy of the game from the Web, <http://www.extension.iastate.edu/Publications/PM1776.pdf>.

HOW ARE YOU DOING?

Here is an exercise that may help you evaluate what you are or are not doing to teach your children money habits for life. "Yes" answers indicate ways you are helping your children learn money management skills. "No" answers could mean you may need to help them more. These are general questions for all children. The stage of development of the child will dictate how involved you get with topics presented in the questions.

YES	NO	
_____	_____	1. Do each of my children have some money to manage without my interference?
_____	_____	2. Have I helped my children set up a spending/saving plan?
_____	_____	3. Do I avoid using money as a reward or punishment?
_____	_____	4. Do each of my children do some regular household chores?
_____	_____	5. Do I set a good example by being truthful about money matters?
_____	_____	6. Do I give my children more financial responsibilities as they get older?
_____	_____	7. Am I a good money manager, giving my children a good example to follow?
_____	_____	8. Do I allow my children to make their own decisions about money when there are alternatives?
_____	_____	9. Do I praise my children if they have made wise decisions with their money?
_____	_____	10. Do I help my children find ways to earn extra money that is age appropriate and suits their abilities and skills?
_____	_____	11. Do I allow my children to make mistakes related to money and help them understand the consequences?
_____	_____	12. Do I sometimes verbalize my own desire to acquire more goods and services than my income can handle so that my children know that I say "no" to myself too?

Chart reprinted with permission from materials adapted for use in Iowa by Cynthia Needles Fletcher, professor and extension specialist, Department of Human Development and Family Studies, Iowa State University, from materials prepared by Alice Mills Morrow, extension family economics specialist, Oregon State University. Originally developed from publications by Washington State University and Clemson University Cooperative Extension Service, Clemson, South Carolina.

Prepared by Donna K. Donald, family life field specialist, and Vicki W. Sickels, former family support program associate, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with third grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

A newsletter for parents of fifth grade children

WHAT DO YOU THINK?

Drew comes home from school and tosses his book bag on the kitchen table. "Dad, I played basketball with some of the guys after school and they all have the coolest shoes. Can I get a pair?" Dad says, "We got you new shoes when school started. You liked them just fine a week ago." Drew complains, "But Dad, I want shoes like the rest of the guys."

(See end of newsletter for a possible answer.)

Children are learning about money all the time. They learn from what they see, hear, and experience. They learn from both successes and mistakes.

In today's world, money is necessary for every-day business. As children grow up, how they live and feel about life will be influenced by the way they use money.

GETTING STARTED

Children realize money can get them "stuff." The experience of saving, buying, and paying for items helps them learn the value of money. It also gives you, the parent, a chance to discuss your personal and family values about money with your child.

TEACHING MONEY CONCEPTS

Children in the fifth grade will continue to learn money management skills by doing. Provide as many experiences as you can and include your child in family financial discussions and decisions appropriate for his or her age.

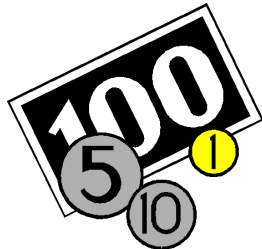
Here are some activities you might try with your child. They are fun but will also help you teach your child important money concepts.

- Include your child in a family meeting to talk about money plans and goals.
- Take your child on shopping trips to help teach comparison shopping. The child can help compare prices, quality, warranties, etc.
- Encourage extra jobs like babysitting, yard work, pet care, and errand running for your child to make money.
- Arrange for your child to use his or her own money to buy wanted (vs. needed) items like computer games or clothes.
- Encourage your child to save for things he or she can't afford now. This could include both short-term and long-term savings goals.

LEARNING TOGETHER

By now your child knows coins and has had some practice making change. He or she also is learning lots of math. So, let's put the two together and work on "money math."

To help your child understand the concept of making change, use real or play money to do this activity together. Ask these questions:



- What change should you get from these purchases?
- What would be the fewest possible pieces of money you would use?

1. You give a \$5 bill to pay \$2.50
2. You give a \$10 bill to pay \$2.50
3. You give a \$1 bill to pay \$.51
4. You give a \$20 to pay \$14.98
5. You give a \$1 bill to pay \$.33

Answers:

1. \$2.50 change—two \$1 bills, half-dollar or two quarters
2. \$7.50 change—\$5 bill, two \$1 bills, half-dollar or two quarters
3. \$.49 change—quarter, two dimes, four pennies
4. \$5.02 change—\$5 bill, two pennies
5. \$.67 change—half-dollar or two quarters, dime, nickel, two pennies

Prepared by Donna K. Donald, family life field specialist, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

HAVING FUN

Have your child identify or find out whose picture is on the following bills.

\$1 _____

\$5 _____

\$10 _____

\$20 _____

\$50 _____

\$100 _____

Answers:

\$1—George Washington \$20—Andrew Jackson
\$5—Abraham Lincoln \$50—Ulysses S. Grant
\$10—Alexander Hamilton \$100—Benjamin Franklin

CONSIDER THIS

Dad says, "I understand you wanting shoes like the rest of the guys. But, I already spent money on your shoes. If you really want these other shoes, you'll have to buy them yourself. I'll help you think of ways you could make some extra money to start saving for them."

COMING IN OCTOBER: WHERE MONEY COMES FROM

This newsletter is published for families with fifth grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

A newsletter for parents of fifth grade children

WHAT DO YOU THINK?

Alix has recently taken on an early morning paper route. For the second time in one week she says, "Mom, I'm really tired. Can you do my paper route in the morning? I promise I'll make it up to you."

(See end of newsletter for a possible answer.)

Children learn a lot about money by watching how their parents earn and use it. Children also need to understand all family members contribute to the well-being of the family by working in and out of the home and by using resources wisely.

GETTING MONEY

As a child gets older, money needs increase. A child may get money from several sources.

\$ Allowance

Set amount of money the child receives on a routine basis and is meant to cover certain expenses.

\$ Earnings

Money the child gets for work he or she does like running errands, babysitting, having a paper route, or mowing lawns.

\$ Gifts

Money the child receives from special occasions like a birthday and holidays.

\$ Handout

Money the child gets from you as needed.

\$ Interest

Money the child earns on a savings account.

\$ Selling

Money the child gets from selling something he or she has or makes.

EARNING MONEY

Earning money gives a child a sense of recognition and freedom and can lead to financial independence. Having money and learning to spend it wisely can be one of the important experiences a child can have.

When a child takes the initiative to earn money, the child shouldn't be penalized by having his or her allowance cut. As a child becomes able to earn more, it may be time to begin budgeting and saving for future needs.

Parents can help a child learn good work habits and assist him or her in finding jobs suitable for the child's age and skills. It is also important to discuss jobs, set limits, and plan so a child's job doesn't interfere with school and other family priorities.



LEARNING TOGETHER

Often children can earn money by doing extra jobs around the neighborhood. Suppose Jordan decides she will do babysitting on the weekends. On the left side is a sample flyer Jordan might give to neighbors, relatives and other people she knows. Work together to design an advertising flyer your child could use to promote his or her own job.

Jordan's Babysitting Service

\$2.00 an hour for one child
\$.50 for each additional child
Limit of two children at a time

Available on Friday and Saturday until
midnight and Sunday until 9:00 p.m.

Call _____ in the evenings
after 7:00 or on weekends.

What service you offer

What your charges are

When you're available

How to contact you

CONSIDER THIS

Mom says, "Alix, the paper route is your responsibility, not mine. I already covered for you once this week. I'm sorry but I can't deliver the papers for you in the morning. You will have to do it. Then tomorrow evening your Dad and I need to talk with you about this job and whether it's going to work out for you right now."



COMING IN NOVEMBER : DECIDING ON AN ALLOWANCE

Prepared by Donna K. Donald, family life field specialist, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with fifth grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

▶ A newsletter for parents of fifth grade children

WHAT DO YOU THINK?

Jake and his family are eating supper when Jake says, "I used this week's allowance to buy baseball cards. But I already had most of them so now I don't have any new cards and no money to go to the movie tomorrow night. Can you give me some more money?"

(See end of newsletter for a possible answer.)

The topic of allowances is an on-going debate. Some parents believe in paying their children for work they do. Other parents think children are entitled to a share of the family income. Whichever approach you take, an allowance is one way for children to get money.

An allowance introduces a child to:

- the idea of a fixed income
- having to make choices
- living with the consequences

GIVING AN ALLOWANCE

When deciding on the amount of allowance for your child, you will need to consider the child's age, maturity level, responsibilities, and the

family's financial situation. Certainly you will want to talk to your child about:

- what expenses the allowance covers
- how much the allowance will be
- how often the allowance will be paid
- how often the allowance can be reviewed
- how to handle expensive purchases
- when an allowance might be discontinued



TYING TO CHORES

It is tempting to use an allowance as a means to get your child to help out around the house. This is probably not a good idea and can teach the wrong lesson.

Remember, a child gets an allowance to learn how to handle money. Ideally the allowance is large enough to cover some basic needs, includes some extra for saving and spending, and is small enough to require choices.

A child helps out around the house because he or she is a member of the family. A child can be expected to do chores consistent with age and abilities.

By keeping allowances and chores separate, your child is learning people have some responsibilities to fulfill without being paid.

DOING A WORD SCRAMBLE

Unscramble these words (all are on page one), which have to do with allowances.

1. g i n v a s _____
2. h e c s o r _____
3. i s e i n o r e b i s l p t s i _____
4. e o n i c m _____
5. g a e _____
6. c o s e c h i _____
7. l a l e o c n a w _____
8. p n g e d s i n _____
9. q e n c e n s o u s e c _____
10. s x e n s p e e _____

Answers:

1 - saving; 2 - chores; 3 - responsibilities; 4 - income; 5 - age; 6 - choices; 7 - allowance; 8 - spending; 9 - consequences; 10 - expenses

CONSIDER THIS

Mom says, "Jake, I'm sorry you weren't happy with your baseball cards. But that's what you chose to spend your allowance on. Maybe next week you might buy only a couple of packs of cards; then you would have enough money left to do something else. Dad and I are planning to rent a movie tomorrow night. You're welcome to join us in watching it if you'd like."

COMING IN DECEMBER: MAKING DECISIONS AND SPENDING

Prepared by Donna K. Donald, family life field specialist, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with fifth grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

▶ A newsletter for parents of fifth grade children ▲

WHAT DO YOU THINK?

Katie and her dad are sitting at the breakfast table talking. "I want to get Mom a nice sweater for her birthday," says Katie. Dad replies, "That sounds like a good idea." Katie goes on, "But there are so many to choose from. How do I know which one to get?"

(See end of newsletter for a possible answer.)

As adults we know there is never enough money for all the things we need and want. So, we learn to set priorities, make plans, and choose carefully. Sometimes we make good decisions and other times we wish we had chosen differently.

Our children live in a material world. They are constantly bombarded with ads for everything from A to Z. They want what their friends have and want it now!

Fifth graders are old enough to begin making choices and understanding the consequences. An important concept for them to learn is that for everything they buy, they must give up something else.

TEACHING ABOUT SPENDING

As a parent, you can help your child understand the process of making decisions with money by being a good role model. You also can give your child lots of chances to make decisions and learn from the consequences.

Here are some ideas to help you teach your child about making spending decisions.

- Together with your child, talk about guidelines for purchases. For example, can the child buy anything he or she wants or are there certain items you won't allow (might be dangerous, for someone older, unhealthy, etc.)?
- Plan shopping trips to buy things. These may be things your child either wants or needs. Work with the child on how to comparison shop. Talk about making decisions based on price, features, quality, etc.
- Help your child learn to control impulse spending. Teach the child to set goals and plan purchases. When the child does buy something on impulse, talk later with him or her about the decision.
- Allow your child to spend his or her own money. The child will have both successes and mistakes. Do not automatically fix mistakes or be too critical. Your child will learn there are consequences from each decision.

LEARNING TO COMPARISON SHOP

When we make decisions, we are choosing among alternatives. Consider at least three alternatives (when possible) before making a decision. Practice comparison shopping for a new pair of tennis shoes with your child and then let the child decide which pair he or she would buy based upon what was learned.

Item—Tennis Shoes					
	Price	Fit	Color	Style	Special Features
Tennis Shoes Brand #1 _____					
Tennis Shoes Brand #2 _____					
Tennis Shoes Brand #3 _____					
My first choice would be brand # _____ because _____.					

CONSIDER THIS

Dad says, "Katie, what is important when buying a sweater?" "Oh," Katie replies, "you mean things like how much it costs, what Mom's favorite color is, and how it is made." "That's right," says Dad. "If you want, I'll help you make a checklist you can use when you go shopping."

COMING IN JANUARY: LEARNING TO SAVE MONEY

Prepared by Donna K. Donald, family life field specialist, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with fifth grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

A newsletter for parents of fifth grade children

WHAT DO YOU THINK?

Ten-year-old Justin says, "Dad, I'm going to start saving my money for a new bike. I want a bigger one that looks cool." "Well son," replies Dad, "I think it's time for you to start putting money away for college. What do you think?"

(See end of newsletter for a possible answer.)

Saving money is never as much fun as spending it. So, why do we do it? Most of us find out there is something bigger, better, or more expensive than we can afford to buy immediately. We have to wait until we have enough money before we can buy it.

Children are also introduced to the concept of saving when they discover they don't have enough money to buy something. If they really want the item, they have to save to get it.

Learning to save money does not happen overnight. It doesn't come easily to most people. You can however, encourage your child to start saving, even just a little bit, and soon the child will develop a lifetime habit.

ENCOURAGING SAVING

There aren't any magic tricks for adults or children when it comes to savings. But there are some tips that might help you in encouraging saving by your child.

- Saving is easier if there is a goal. Help your child identify both a short-term goal (a new video) and a long-term goal (a new bike).
- Teach your child to pay himself or herself first. That means a certain amount out of the allowance, a gift, or any earnings goes directly into savings.
- Suggest your child give up one thing a week (candy bar) and save the money instead.
- Figure out where your child can keep his or her savings. Money for short-term goals might be put in a piggy bank or a jar.
- Help your child open a savings account at a financial institution to handle money for long-term goals. Teach your child about the concepts of interest, safety and risk.
- Allow your child to use his or her savings. Children will not be happy with saving simply for the act of saving. Once the child has enough money to buy an item set forth as either a short- or long-term goal, allow him or her to do so. This will be an incentive for the child to continue saving.



SAVING AS A FAMILY

Identify something the family would like to save money to buy or do. Ask your child to be the timekeeper for a three-minute group brainstorm session on ways to save money. You can write ideas down on a piece of paper.

Begin the three minutes by saying: "Let's think of as many ideas as we can to help us save our money for _____. For example, we can save all the money from pop cans we recycle."

KEEPING AN EXPENSE DIARY

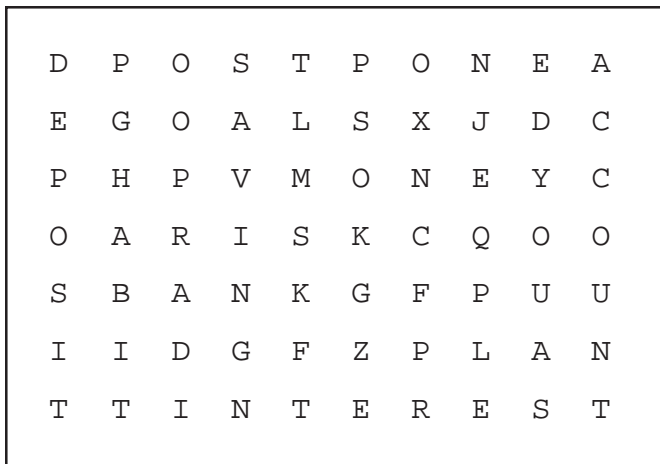
Help your child write down all his or her expenses for one week. How much did the child spend? Save? Have the child figure out how much he or she spends each day and where the money goes. What could be limited or eliminated to save more? Having a diary will help the child track both spending and saving decisions.

CONSIDER THIS:

"Dad, I just want a new bike. College is a long way off and costs too much money," says Justin. "Justin, you're absolutely right. Let's get you started saving for that bike now. In a couple more years we'll talk about what I've been doing to save for your college and how you can begin to help," answers Dad.

LEARNING THE SAVING LANGUAGE

See how many words about saving your child can find in the word search. The words go up and down and side to side.



Words to find:

goals	interest	bank
account	plan	habit
saving	money	deposit
risk	postpone	you

COMING IN FEBRUARY: SHARING AND GIVING GIFTS

Prepared by Donna K. Donald, family life field specialist, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with fifth grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

▶ A newsletter for parents of fifth grade children

WHAT DO YOU THINK?

Amanda dashes in the back door after school and asks, "Mom, do you know the new family that just moved in down the street?" "No," answers Mom, "why do you ask?" Amanda replies, "Well, when we were walking home from school I met the two kids and they did not have any hats or mittens. I know they were really cold."

(See end of newsletter for a possible answer.)

When children are little, parents are anxious to teach them to share their toys with brothers, sisters, and friends. As they grow up, we want them to continue sharing.

Children soon learn people do not have the same resources. They notice the differences in clothes, toys, homes, cars, and other material possessions.

At the same time, children also know it takes money to buy all these things. As your child makes decisions about earning, saving, and spending money, you can help the child develop a habit of sharing with others.

DEVELOPING THE GIVING HABIT

Start by talking to your child about what you do to share what you have with others. Point out the agencies, churches, or various causes you support. Then help the child set realistic goals for his or her own giving and sharing.

Next, spend time talking with your child about all the resources he or she has to share. The child may first think just of money. But remind the child about time, talents, and ideas.

Here are some additional ideas to help you teach your child the giving habit.

- Put a box in your child's room to put outgrown clothes and unwanted toys in. 
- Have your child go with you to take the clothes and toys to the church rummage sale, the neighborhood center's clothing drive, or the Salvation Army.
- Take your child with you when you volunteer. As the child gets older, encourage him or her to volunteer too.
- Identify a community project that your entire family can devote time, money, or materials to.
- Make plans for giving gifts for birthdays, holidays, and other special occasions. Help your child think about alternatives.

LEARNING TOGETHER

As you discuss sharing and giving with your child, use some of the words listed below. Then have him or her complete this activity by drawing a line from the word on the left to its meaning on the right. It may be necessary to use a dictionary for some of the words.

- | | |
|-------------------|----------------------------------|
| 1. Volunteer | a. things available for use |
| 2. Gift | b. a thing of real importance |
| 3. Resource | c. contribution |
| 4. Share | d. help for the needy |
| 5. Charity | e. something given to another |
| 6. Thoughtfulness | f. person who offers self freely |
| 7. Donation | g. attentive to another's needs |
| 8. Cause | h. give to others |

Answers: 1f, 2e, 3a, 4h, 5d, 6g, 7c, 8b

CONSIDER THIS

"Gee Amanda," says Mom, "what do you think we could do to help?" Amanda replies, "I have extra hats and mittens I could give them." Mom adds, "That sounds great. I'll bake cookies and we can take them Saturday morning to welcome the family to the neighborhood. While there we can ask if the kids could use any extra hats and mittens."

COMING IN MARCH: UNDERSTANDING FAMILY AND MONEY

Prepared by Donna K. Donald, family life field specialist, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with fifth grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

A newsletter for parents of fifth grade children

WHAT DO YOU THINK?

Dad comes into the living room while Trent is watching TV. He says, "Trent, I think I left a \$5 bill on the desk last night. Have you seen it?" Trent glances up at his Dad with a guilty look on his face but offers no reply.

(See end of newsletter for a possible answer.)

Money brings out both positive and negative emotions in people. Family members often have different values and attitudes toward spending and saving money. They may also have different financial goals. Families need to be able to communicate about money to both prevent and overcome money problems.

One way to start communicating about money is to identify personal values. Values guide decisions and are:

- the qualities, situations, and material things most important to a person
- based on a person's past experiences, present situation, and expectations for the future

IDENTIFYING YOUR VALUES

Consider these questions. The answers may help you identify personal values influencing the way you spend your money. These are values you may want to share with your child.

Family—Do you want to have children? If so, how many? What type of lifestyle would satisfy you most? Are you prepared for the financial responsibilities of a family?

Work—Are you satisfied with your job? Do you make as much money as you'd like? How do you feel about both husband and wife working outside the home? Are you willing to move for job advancements?

Home—Do you want to rent or own a home? Can you afford to furnish your own home as you would like?

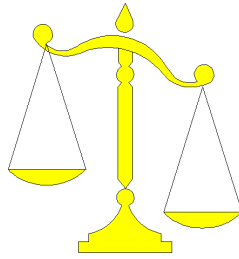
Transportation—Could you get along with only one car? Would you be willing to drive less? Would you be willing to join a carpool? Would you be satisfied with a smaller car?

Recreation—What do you do for recreation? Would you be satisfied spending less money on recreation or hobbies?

Future Security—Are you comfortable buying now and paying later? How important is saving? Have you started to plan for retirement? What plans have you made to provide for your family in case of death or disability?

HANDLING STEALING

Many parents can remember, as children, taking something that didn't belong to them—a candy bar at the store, a friend's toy, or coins from Mom's purse. Even so, parents are often shocked when their child takes money.



If this happens with your child, stay calm and don't treat the child like a criminal. Try to think in children's terms, not adult terms. Attempt to figure out why the child took the money. Be aware your own experiences as a child in similar circumstances will impact your reaction to the current situation.

Once you have all the facts, deal with the stealing privately and promptly. Use this opportunity to have a serious discussion about personal and family values relating to money.

CONSIDER THIS

Dad continues, "Trent, have you seen my \$5.00?" Trent confesses, "Dad I used the money to rent a movie. I'm sorry." "The money was mine and I needed it for lunch today," says Dad. "I expect you to repay me with your allowance. Do you understand why this can't happen again?"

DEALING WITH THE TOUGH QUESTIONS

Sit down with your child and take turns making up questions to ask each other. Be sure to have each person share the "why" behind the answer. Answers will reflect personal values.

1. What would you spend an extra \$20 on? An extra \$2,000?
2. What would you do if you saw one of your friends shoplifting?
3. If you found a wallet or purse on the sidewalk with money and identification in it, what would you do? What would you do if there was no identification?
4. What would you do if your best friend's birthday is coming and you don't have any money to buy a present?
5. What would you do if a clerk charged you too much for a purchase? Too little?

COMING IN APRIL: UNDERSTANDING ADVERTISING

Prepared by Donna K. Donald, family life field specialist, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with fifth grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

A newsletter for parents of fifth grade children

WHAT DO YOU THINK?

Darcy is looking through her favorite magazine. She says to Mom, "This ad shows lots of really cool t-shirts. Can I order some? It says I get two for the price of one." Mom takes the magazine and says, "Darcy, let me take a look at the ad."

(See end of newsletter for a possible answer.)

By the end of a day you've been bombarded with advertising from all directions. You are exposed to these messages via TV, radio, newspapers, magazines, pamphlets, handouts, billboards, signs, displays, posters, and flyers in the mail.

The companies, organizations, and people who advertise spend lots of money to research their potential customers. They know how to produce ads that encourage you to buy their product or service.

Adults are able to look at or listen to ads, seek other information, and make decisions. But, children need help in learning to evaluate ads. Teach them to be skeptical.

EVALUATING ADS

There are good ads and bad ads. Good ads help you make better decisions. A good ad will tell you facts you need to know like:

1. How much a product or service costs
2. Description of the product
3. Where to buy the product or service
4. Other relevant information

Advertisers work hard to make their ads appealing. Talk with your child about the techniques used to make ads appealing and share some real examples.

Promise of rewards—implication you will gain something (friends, attention, sex appeal, etc.) if you just use the product or service

Slogans—catchy phrases or music jingles you can't get out of your mind



Repetition—same ad repeated over and over

Involvement—coupons or getting you to write in for something

Free—the promise of something free if you try a product or service

Target audience—sports fans, animal lovers, nature buffs, specific age groups

Testimonials—somebody famous promotes a product or service

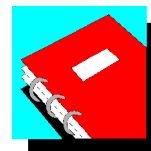
PLAYING THE COMMERCIAL GAME

We tend to associate certain products with brand names. We recognize the brands because we've been exposed to advertising. Have your child write down the name of the first brand she thinks of for each item in the list below. Talk about the ads and why he or she remembers them.

pop	headache pill
jeans	car
tennis shoes	telephone
facial tissue	toilet tissue
soap	fast food restaurant
soup	hot dogs
toothpaste	cereal

CONSIDER THIS

"Darcy," asks Mom, "how much does each t-shirt cost and do you need two?" Darcy answers, "I really want a purple t-shirt." Mom suggests, "Then let's check this price and the price of a t-shirt at your favorite store. We also should see what the shirts are made of and then you can decide if this is a good deal or not."



COMING IN MAY: FINDING OTHER RESOURCES

Prepared by Donna K. Donald, family life field specialist, and edited by Laura Sternweis, communication specialist, Iowa State University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with fifth grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.

Centsible parenting

▶ A newsletter for parents of fifth grade children

WHAT DO YOU THINK?

Mr. Baker and Mrs. Cooper are sitting next to each other at a school sports event.

Mr. Baker says, "We received the Centsible Parenting newsletter this year and learned several new ideas to help Jamie increase her money management skills." "Not only is Trevor learning, but our whole family is doing a better job of talking about finances," says Mrs. Cooper.

Children will learn and develop decision making, financial management and consumer skills based upon what they talk about with their parents and observe them doing. Remember, in general you need to:

- guide and supervise rather than direct and dictate
- praise instead of criticize
- not use money as a reward or punishment
- let your child learn by both successes and mistakes
- be consistent
- include your child in appropriate financial discussions
- be good role models and provide money management experiences involving your child

LOOKING AT WEBSITES

Many websites are related to children and money. Websites come and go, but if you get to a couple, you'll usually find links to more sites.

Be cautious as you and your child navigate the websites. It's a good idea to start with KidzPrivacy. This Federal Trade Commission website includes information for children and parents about online privacy issues for families. The website address is <http://www.ftc.gov/bcp/online/edcams/kidzprivacy/index.html>.

The Federal Reserve Bank of San Francisco sponsors Fedville, which is designed for 9- to 12-year-olds, their parents, and teachers. Fedville is a town where children learn about money, saving, banking, and the economy. It includes games and puzzles. The website address is <http://www.frbsf.org/education/fedville>.

VISITING THE BANK

Children group up watching their parents go to the bank. They see adults writing checks, depositing cash, getting money from an ATM, and going over bank statements. But at what point do children begin to understand how all the pieces fit together?

Use these routine tasks as an opportunity to teach your child about the role of money in our society. Share little bits of information each time and then respond to questions. Examples could include where you get your money, what the bank does with money, where the money in an ATM comes from, or why you use a bank.

Take your child with you when you go to the bank. If possible, introduce your child to bank personnel and arrange a brief tour of the facility.

LEARNING CONTINUES

Adults may not feel comfortable teaching children how to manage money because they feel they're not "super managers" themselves. However, it is not necessary to be an expert to provide appropriate experiences for children. The following resources are available at your county extension office to help you strengthen your own money management skills.

Money Mechanics

Record Keeping (PM 1452a&b)

Communication (PM 1453)

Spending Plans (PM 1454a&b)

Income Taxes (PM 1455)

Home Insurance (PM 1456)

Life Insurance (PM 1457a&b)

Health Insurance (PM 1458a&b)

Credit (PM 1459a&b)

Buying a House (PM 1460a&b)

Owning a Car (PM 1461a&b)

Saving and Investing (PM 1462a&b)

Estate Planning (PM 1463)

PowerPay Credit Payment Worksheet
(PM 1873b)

Reduce Your Debts the PowerPay Way
(PM 1873c)

When There's an Error on Your Credit Card Bill
(NCR 606-2)

Your Credit Report (NCR 606-3)

Divorce Matters: Separating Your Finances
(PM 1719)

Take Control of Your Spending (PM 1673)

Divorce Matters: Managing Income and
Expenses (PM 1720)

Stress: Taking Charge—Using What You Have
to Get What You Want (PM 1660h)

Living in Stepfamilies: Making Financial
Decisions (PM 1376)

Stress: Taking Charge—Coping with Unem-
ployment (PM 1660i)

Stepping Stones for Families: Financial and
Legal Issues (PM 1838)

Getting Organized (PM 1121)

The Allowance Game (PM 1776)

Tracking Your Spending (PM 1918)

The Spending Game (PM 1103)

Using PowerPay to Pay Off Debt (PM 1873a)

Prepared by Donna K. Donald, family life field specialist, and
edited by Laura Sternweis, communication specialist, Iowa State
University Extension.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

This newsletter is published for families with fifth grade children by Iowa State University Extension. For more information about parenting education, contact your local county extension office or access the Iowa State University Extension to Families website, www.extension.iastate.edu/families.