

# arkansas next

a guide to life after high school

2023/2024 | FREE

CLASSROOM ACTIVITY GUIDE



## INTEREST:

Friend or Foe?

p. 46

DON'T LET THIS  
HAPPEN TO YOU!

p. 48

Money Mistakes to Avoid as  
You Begin Your  
Financial Journey



# EVERYTHING YOU NEED TO KNOW ABOUT MONEY

AWAITS INSIDE



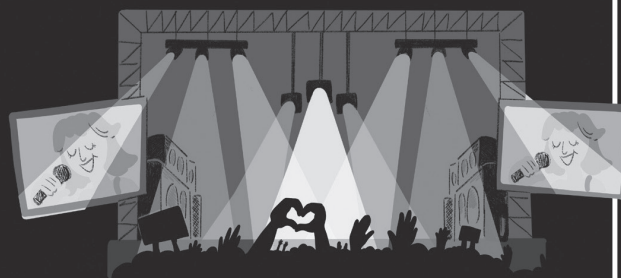
## BUYING YOUR FIRST CAR

+ other big purchases  
p. 48



STRETCH  
your scholarship dollars

p. 26



## GAME TIME:

play to see the salary you'll need

p. 54

**ABPG**  
ARKANSAS BUSINESS  
PUBLISHING GROUP

THE ULTIMATE GUIDE TO MANAGING MONEY FROM *ARKANSAS NEXT* MAGAZINE

# DEEP DIVES

## INTERACTIVE ACTIVITIES & HOMEWORK

### Journalist for a Day

Interview a parent, guardian, mentor or trusted adult using the questions on page 32. Take good, clean notes during this interview. Upon completion of your interview, you will turn in your notes for a grade or extra credit.

**Alternative approach:** Using your notes, write a short essay (five to six paragraphs) about your interviewee and what you learned about money, credit, spending and saving through their life experience.

### Living Your Best Life

Using the entire magazine as a resource, assign your students this short digital project.

**Students:** Create a presentation in PowerPoint, Google Slides, Padlet or with Pinterest (as designated by your teacher), gather photos of your dream cars, homes, clothes, style, colleges, travel destinations, cool gadgets, food, decor—everything you wish for and imagine in your future. Next, chart the path to this future. What major will you declare? What college will you attend, or what training will you need? How will you pay for your higher ed—will you need loans? What job will you get with your education and training, and what kind of salary will you make? Present this “future” to the class. Make sure you explain how you plan to buy all the things you included. Is your vision for the future realistic? What did you learn along the way as you charted your path?



### Build a Budget

Assign each student an job and an average monthly pay. (e.g. a bank teller making \$2,500 per month). You can make up the jobs and wages or use real-world data when assigning. Ask your students to read and use the budget guide on page 20 as they build a monthly budget for the job you assigned them. Afterward, ask students to share their budgets with the class and their thoughts. Did they have a lot of money left over each month to save or splurge? What were some unique items students added to their budgets? Let the class discuss as time allows.

CATEGORY	ITEM	AMOUNT
INCOME	Annual Gross Wage	\$
	Monthly Gross Wage	\$
	Net Wage (monthly)*	\$
SAVINGS	Monthly Savings Account	\$
	Monthly Retirement	\$
	Total Monthly Savings	\$
<b>MONTHLY MONEY</b>	<b>Monthly Amount for Budget</b>	
COST OF LIVING	Monthly Rent	\$
	Renter's Insurance	\$
	Cable/Satellite	\$
	Internet	\$
	Mobile Phone	\$
	Electricity/Gas	\$
	<b>Total Cost of Living</b>	\$
TRANSPORTATION	Public Transportation/Parking	\$
	Car Payment	\$
	Car Insurance/Maintenance	\$
	Gas	\$
	<b>Total Cost of Transportation</b>	\$
FOOD	Groceries	\$
	Dining Out	\$
	<b>Total Cost of Food</b>	\$
HEALTH	Health Insurance	\$
	Dental Insurance	\$
	Eye Insurance	\$
	Other Grooming/Hygiene	\$
	Gym Membership	\$
	<b>Total Cost of Health</b>	\$
EDUCATION	Student Loan	\$
DISCRETIONARY SPENDING	"Wants"	\$
MONTHLY SPENDING	Total Costs	\$
MONTHLY BALANCE	Balance	\$

\*For the purpose of this exercise, deduct 20% from gross wage

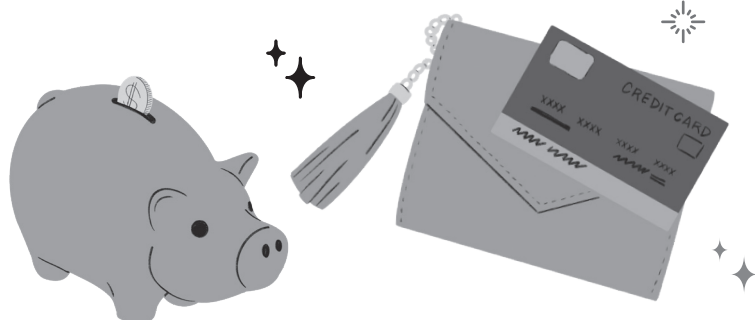


# BELL RINGERS & CLASS DISCUSSIONS

## The Real World Week: Writing Prompts

Create a “days of the week” writing prompt activity for the beginning of class. Direct students to the section of the magazine called “Money & The Real World” starting on page 53. Using this section, have students journal in a notebook on the following topics each morning:

- ☐ **Motivation Monday:** Why is it a good idea to get a summer job or internship? Are you going to? If so, what are you hoping to gain from the experience? Why do you think an internship or summer job can help you financially? Think short term and long term.
- ☐ **Try-it Tuesday:** What is a positive action step you learned about in the magazine that you want to take as you prepare for your future career? Any more steps? When do you want to take these steps?
- ☐ **Wise Wednesday:** Knowing the future lifestyle you hope for, what kind of job do you need to live that life? Will it be easy to achieve your dream? Do you worry about being able to afford that lifestyle? Is saving money important to you? Do you think you'll have to sacrifice certain wants to stay on budget?
- ☐ **Trivia Thursday:** Test your payday knowledge. In your own words, define the following: salary, withholdings, net and gross. Is salary the same as take-home pay? Do you feel more confused about real-world paychecks or more confident after reading?
- ☐ **Financial Friday:** List three things about money and the real world you found most interesting or surprising this week. List three ideas you got from the magazine that you plan to try as you start your financial journey.



## Perception v. Reality

Ask students the following: What do you know about careers in finance and banking? Test their perception vs. reality. Begin the activity by having students answer the following questions on a piece of paper:

- ☐ Name three jobs in the industry.
- ☐ What do you think they pay per year?
- ☐ What do you think they do daily at work?
- ☐ Would you want to do any of these jobs?
- ☐ Do you think there is a lot of demand for employers in this field?
- ☐ Does this type of work seem fun to you?

Next, have students read the “Careers You Can Bank On” section (page 66-75). When they're finished, have them revisit the questions above and re-answer them. Ask them to compare the two sets of answers. How did initial perceptions differ from reality? Do they feel more interested about the potential of working in this industry now vs. before reading the section? Discuss as a class.

## Word Search

Fill a gap in your class schedule with this simple but informative activity. Send your students on a magazine word search. As they hunt and find key terms, ask them to write down the word, the page number where they found information about it, and ask them to explain what the word means. Use this list or create your own for students:

- ☐ Interest
- ☐ Bankruptcy
- ☐ Inflation
- ☐ Debt
- ☐ Concurrent credit
- ☐ Gross
- ☐ Roth IRA
- ☐ Credit score
- ☐ Down payment
- ☐ Net
- ☐ Equity
- ☐ Withholdings



# Play the Game

*How Much Money Does Your Dream Life Cost?*



Play the game on **page 54**. Using the results beginning on **page 56**, choose an occupation you might consider in order to earn at least the salary the game predicted you'll need. Then, in three-to-four paragraphs, write about your results.

## Questions to consider:

Did your results surprise you?  
Why or why not?

What job did you pick and why?

What lifestyle do you picture for yourself five years from now?  
Ten years from now?

How will the job you chose get you to that 10-year plan?

Do you think you should adjust your spending plans based on the results? Why or why not?

*Discuss the results as a class.*



## Real-Life Arkansas



Don't know how much money you will need to earn in the future? Don't know which occupation to choose? No problem! Below are three options to help you select the right career for your spending needs.

### 1 Reality Check

Get a Reality Check. You will buy "stuff" for a sample month. We total it up for a year. Then we help you find careers that pay what you need. Let's start.



### 2 Future Salary

Already know how much money you want to earn? Great! Enter the amount below and get information on which occupations pay that much.



### 3 Occupation Direct

Already know which occupation you want to pursue? Click here to find how much you can buy with your chosen occupation.



Text-Only Terms of Use Privacy Policy Accessibility Contact Help



## Extra Credit

Scan the QR code on page 56 to use the state's in-depth **Real-life Arkansas Calculator**. Click through to complete the activity. You'll be asked to choose a type of home and car, predict utility, grocery and healthcare expenses, and input the kind of material and recreational expenses you want to make each month as an adult.

Add an additional paragraph or two sharing your reaction to the second set of results. How did the results of each activity compare?

