

Thriftiness

Character... It starts with me!

MONTHLY EDUCATOR BULLETIN

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Vs. Extravagance

I WILL:

- Save more and spend less
- Make good use of what I already have
- Look for the best value
- Budget my money, time, and energy
- Not confuse what I need with what I want

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Allowing myself and others to spend only what is necessary



Thriftiness is about conserving resources. The one that comes to mind first is money. Thriftiness seeks to make every dollar count while stinginess counts

every dollar. Thriftiness requires being able to distinguish between what we truly need and what is unnecessary and wasteful.

This month, practice Thriftiness by thinking before spending your valuable time and money.

Thriftiness is also about not wasting time or energy. It is never too soon or too late to learn time management techniques.



Ahorro vs. **Despilfarro**

No gastar ni permitir que otros gasten innecesariamente



Go to the Root

"c.1300, from M.E. thriven "to thrive"

Is it ironic that the root of a word that can conjure an image of a miser comes from a root that means to thrive? Perhaps thriftiness is less about sacrifice and more about choices.



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“People will accept your idea much more readily if you tell them Benjamin Franklin said it first.” -David H. Comins

“Thrift is not an affair of the pocket, but an affair of character.”

~S.W. Straus

“Industry, thrift and self-control are not sought because they create wealth, but because they create character.”

~Calvin Coolidge

“Cannot people realize how large an income is thrift?”

~Cicero

“He who does not economize will have to agonize.”

~Confucius

“Prudent men woo thrifty women.”

~German Proverb

“Time is what we want most, but what we use worst.”

~William Penn

“The common man is not concerned about the passage of time, the man of talent is driven by it.”

~Shoppenhauer

“Time = life; therefore, waste your time and waste of your life, or master your time and master your life”

~Alan Lakein

Determine never to be idle. No person will have occasion to complain of the want of time who never loses any. It is wonderful how much can be done if we are always doing.”

~Thomas Jefferson

Character Quotables

“Don't be fooled by the calendar. There are only as many days in the year as you make use of. One man gets only a week's value out of a year while another man gets a full year's value out of a week.”

~Charles Richards

“The key is in not spending time, but in investing it.”

~Stephen R. Covey

“Ordinary people think merely of spending time. Great people think of using it.”

~Author Unknown

“It's not enough to be busy, so are the ants. The question is, what are we busy about?”

~Henry David Thoreau

“One cannot manage too many affairs: like pumpkins in the water, one pops up while you try to hold down the other.”

~Chinese Proverb

“One thing you can't recycle is wasted time.”

~Author Unknown

“Money, I can only gain or lose. But time I can only lose. So, I must spend it carefully.”

~Author Unknown

“A year from now you will wish you had started today.”

~Karen Lamb

“Don't say you don't have enough time. You have exactly the same number of hours per day that were given to Helen Keller, Pasteur, Michelangelo, Mother Teresa, Leonardo da Vinci, Thomas Jefferson, and Albert Einstein.”

~H. Jackson Brown

“The bad news is time flies. The good news is you're the pilot.”

~Michael Altshuler

“The great dividing line between success and failure can be expressed in five words: 'I did not have time.'”

~Franklin Field

Curriculum Connection



Biology

Use the difference between hunger (genuine physical need) and appetite (desire of the mind for a certain taste) to illustrate the difference between thriftiness and extravagance. Extravagance is spending to satisfy appetite and thriftiness is living according to genuine need.

www.examiner.com/diet-and-exercise-in-portland/hunger-vs-appetite

www.proprofs.com/flashcards/tableview.php?title=biology-hunger307320

Benjamin Franklin, Hero of Thriftiness

We all know Benjamin Franklin, who was one of our Founding Fathers as well as a leading author and printer, political theorist, politician, postmaster, scientist, inventor, satirist, civic activist, statesman, and diplomat. As author and publisher of Poor Richard's Almanac he was also known as Thrifty.

Poor Richard's Almanac was a best seller published annually from 1732 to 1758. It contained a mixture of seasonal weather forecasts, practical household hints, puzzles, word play and other amusements. It is chiefly remembered for his witticisms, primarily on thrift, time management and courtesy, with a dash of cynicism. Many of these sayings are still quoted today. A sampling of his quotes follows. For more information visit en.wikipedia.org/wiki/Benjamin_Franklin

A bargain is something you have to find a use for once you have bought it.

A penny saved is a penny earned.

All things are cheap to the saving, dear to the wasteful.

An investment in knowledge always pays the best interest.

Beware of little expenses; a small leak will sink a great ship.

Content makes poor men rich, discontent makes rich men poor.

Creditors have better memories than debtors.

Dost thou love life? Then do not squander time, for that is the stuff life is made of.

Drink water, put money in your pocket...

Early to bed, early to rise, makes a man healthy, wealthy and wise.

Fools make Feasts, and wise men eat them.

He that goes a borrowing goes a sorrowing.

He that is of the opinion that money will do everything may well be suspected of doing everything for

money.

He that is rich need not live sparingly, and he that can live sparingly need not be rich.

If you would be wealthy, think of saving as well as getting.

Money has never made man happy, nor will it, there is nothing in its nature to produce happiness. The more of it one has the more one wants.

Never leave 'till tomorrow which you can do today.

Our necessities never equal our wants.

Spare and have is better than spend and crave.

The thrifty maxim of the wary Dutch, is to save all the Money they can touch

Time is money.

When the well's dry, they know the worth of water.



Franklin

Team~Building Activity

Building a culture of good character requires building the class into a community. Here is this month's teambuilding activity:



Name Rap Divide the class into several small groups by having the students get into groups with other students who have the same number of syllables in their first name. You may need to divide large groups so that there is no more than about 7 students per group. Using formal names/nicknames to move students for group balancing can also be done but they must use that name in the exercise. Now each student must find an object in the room that starts with the same letter as their name. Now each group must compose a rap or a poem using all of their names and all of the objects. The objects do not have to be associated to the name of the person who chose it. Have each group perform their creation for the rest of the class. Once all of the performances have been enjoyed, reflect on how creative they were with what they were given. Encourage them to use that same creative spirit when looking for thrifty solutions to other problems.



Squeeze Out a Story



You will need a tube of toothpaste or hand cream for this exercise. The tube can be any size, although a full-size tube will leave a bigger impression. In a place where everyone can see, place several sheets of newspaper on the floor or on a desk. Tell a short story of a family that goes out for a day at the park and spends money freely. Some examples would be Dad brings home donuts for breakfast, buy new sports equipment for playing at the park, get a car wash, eat lunch at fast food restaurant and get huge drinks, stop for ice cream in the afternoon, bring home a bucket of chicken for supper, etc. Try to find things that can't be returned. Include some examples of not recycling, driving instead of walking, and other examples of wasting natural resources. At each point in your story, stop right after you mention spending or wasting and ask one of the students to squeeze out some out of the tube to represent money coming out of a monthly budget or resources being used. Alternately, you can just slowly squeeze the tube while you tell the story. At the end of the story, ask if the toothpaste can be put back in the tube. The same is true with a monthly budget or wasted natural resources. Once a resource has been spent foolishly, it can't be recovered. Review the story and have them make suggestions of things the family could have done instead to be thrifty. When the exercise is over, make sure that the students understand that spending money on a family outing isn't always a bad thing – it's only bad to spend money like that if it means that bills can't be paid.

Wants or Needs

Part of understanding thriftiness is understanding the difference between wants and needs. Have students cut pictures of things out of magazines and make two class posters - one that is pictures of wants and the other that is pictures of needs. If there isn't time for finding the pictures there are several places to download pictures you can print for them to sort. See below for some other lesson plans on needs and wants and some resources that have pictures for this exercise. Be sure to discuss in advance how you will classify items that are difficult such as a picture of shrimp. As a food it is a need but it is an expensive way to satisfy the need so it could also be a want.

<http://tcaassets.org/public/lesson-plans/grade-one-wants-and-needs.pdf> grade 1
http://www.councilforeconed.org/resources/lessons/focusk2_lesson2.pdf - elementary
<http://www.econedlink.org/lessons/index.php?lid=579&type=educator> - middle school

Money is the Name of the Game



Pit - is a fast paced card game that simulates the open trading market for commodities. If you do not have access to the game, you can use several decks of the same children's Go Fish or Old Maid game to reproduce play. For instructions visit:

http://en.wikipedia.org/wiki/Pit_%28game%29



Board Games that Involve Money

Monopoly
The Game of Life
Payday



Online Games for Money Management

<http://www.themint.org/kids/saving.html>

<http://www.practicalmoneyskills.com/games/>

<http://www.orangekids.com/>

<http://www.richkidsmartkid.com/>

<http://www.mysavingsquest.com/>

<http://www.usmint.gov/kids/>

<http://www.bizkids.com/>

<http://www.brainpopjr.com/math/money/dollarsandcents/preview.weml>

Freebies

Have students list things to do that do not cost money. Have a time set aside each week where students can share money-saving tips or other freebies they've discovered.



Organize a Children's Toy & Clothing Tag Sale

A tag sale is where the school parents and/or students would bring in items with a tag showing their assigned sale number, a description of the item, size, color and price. All of the items are placed for sale according to size or item rather than family. A check out station is set up and the tags are removed when the item is purchased. The tags are sorted and the sellers get a portion of the sale and the sponsoring organization gets a portion. This is a win-win for the sellers and organizers who make some money as well as the buyers get some great bargains. Students can assist in setting up the sale area, sorting the items when they come in, bagging purchases, assisting shoppers to their cars, and keeping the selling area straightened.



It's About Time!

Time Eating Monster

Draw a picture of a monster on the board. Have student list things that can waste time such as Facebook, TV, video games and Email. Be sure to help them suggest ways that being disorganized can waste time such as looking for shoes, or misplacing homework or permission slips. As the students name time-wasters, write them within the outline of the monster. Be sure to include time-wasters at school such as playing instead of eating lunch. When the monster is all filled in, you can keep him hanging around all month (if you put it on paper) and add to it as more ideas are generated. If you put it on a chalk board or whiteboard, you can then start to tackle the Time-Eating Monster. For each item that is written on the monster, have the students suggest things that they can do differently that would not be wasting time. As each new idea is given, erase the idea on the monster and part of the monster as well so that once all of the time-wasters are tackled, the monster will be gone.



BEAT THE CLOCK

One of the important features of time management is accurately estimating how much time it will take to do a task. For one week, have the students first estimate how long a written or reading assignment will take them. Have them time themselves and see how accurate they are. If they are inaccurate in the beginning of the week, see if they become more accurate the more they practice.

TIME MANAGEMENT MATRIX

To further explain time management for older students, draw a 2 by 2 grid on the board. Across the top label the columns Urgent and Not Urgent. Label the 2 rows Important and Not Important. List activities in each square that satisfy both the column and the row header. For example, getting a phone call may be classified as urgent (it is requiring response right now, but it may not be important). Once the grid has examples, ask students to identify in which square they spend most of their time. Help them to come up with ways to spend more time on those things that are both urgent and important.

Counttoons

ADD/ADHD students often struggle with time management. One way to help students focus on a task is with Counttoons. On a sheet of paper, draw a line down the center. On one side show a picture of the desired behavior such as finishing lunch on time. Choose an age appropriate number and write out those numbers in a grid below the picture. Below the grid, draw a picture of the reward for completing that side of the Counttoon. On the other side, draw a picture of the opposite behavior and a similar grid of numbers. Below the grid identify the consequence if the undesired behavior side fills first. Each time the student exhibits the desired behavior, cross off one of the numbers on that side. Each time the student exhibits the undesired behavior, cross off a number on that side. Which ever side gets crossed off completely determines the consequence earned - either a good or bad. As students are able to finish the good side first, start making the "bad" side with less numbers than the good side. After all you want a better than 50% to earn a reward. Generic Counttoons can be created with a side of smiley faces and a side of sad faces. For more information on more involved Counttoons visit: <http://www.casenex.com/casenex/cecReadings/usingCounttoons.pdf>

Robin's Reading List

Grades K – 3:

When Times Are Tough by Yanitzia Canetti

This is a thoughtful picture book about a family anticipating financial pressures and coping creatively. Two thought processes are presented: a not-so-rosy picture of an activity without the money to support it (in sepia tones), and an alternative (in jewel-tones), picturing creative, optimistic possibilities. "When times are tough, we might have to sell things that we don't use often... That way, we will have more space to play." One example (not eating out each week), to a more dire example (loss of a home), this book gets across a difficult message.

The Berenstain Bears: Trouble With Money by Stan Berenstain

Brother and Sister Bear find ways to work for money when they really want the new video game Astro Bear. How they find a middle ground between being spendthrifts and little misers makes this a fun, realistic story.

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Bunny Money by Rosemary Wells

Max and his sister, Ruby are shopping for Grandma's birthday gift. Ruby saved up lots of money, believes that she is in charge, and has planned for an elaborate present. Max is sure that Grandma would prefer a set of glow-in-the-dark vampire teeth. Slowly the money gets used up as Max gets thirsty, hungry, and messy (they have to spend three dollars at the Laundromat), but in the end, there's enough for each to buy the perfect gift.

Grades 4 – 6:

The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It by Steve Otfinoski

This book focuses on those who want to earn money, promoting the joys of work, finding a job or building a business, advertising, etc. He offers practical moneymaking ideas, and explains money in terms that will interest children and encourage them to behave responsibly. Later in the book are explanations of banks, budgets, careful consumerism, taxes, charitable giving, etc. Included are odd facts about



money, and kids' quotes. All examples are from the "real world."

The Everything Kids' Money Book: Earn It, Save It, and Watch It Grow by Brette McWhorter Sember

From learning how to save for a new bike to investing their allowance online, kids will get what they need from this book. They will learn how coins and bills are made; what money can buy from school supplies to fun and games; how credit cards work; ways to watch money grow, etc. Kids will learn all they need to know about saving or spending money wisely.

Can I Have Some Money?: Max Gets It by Candi Sparks

10-year-old Max wants the latest video game. He earns an allowance by doing extra chores, with the understanding that he can decide what to do with his income. Max goes through the usual cycle of earning, impulse spending, and buyer's remorse when he wastes his money. Max's parents teach him to budget,

Robin's Reading List

and together they make a financial plan that results in Max buying his video game, giving money to charity, and starting a bank account.

Grades 4 – 8:

Money Sense for Kids by Hollis Harman

Part one of this book explains different types of U.S. currency including symbols, material and history of paper and coins. The author presents the complicated path that money takes from the mint to banks to the consumer. Part two suggests how to earn money. Part three introduces how to make money grow. Easy-to-follow exercises are provided for each chapter like dividing an allowance into three jars – “Now,” “Short Term,” and “Long Term”. “Money Games” adds a bit of fun and provides activities to be shared with an adult.

Growing Money: A Complete Investing Guide for Kids by Gail Karlitz

This book gives a clear explanation of the theory behind investing. The author illustrates principles throughout citing familiar companies to children (Kellogg's, IBM, Coco-Cola). This is a useful how-to book

for children who spend money as fast as they earn it.

Grades 9 – 12:

Enjoy Your Money! How to Make It, Save It, Invest It, and Give It by Steve Miller

This is an informative and entertaining book about personal finance. It follows the adventures of four diverse students, being mentored by their teacher, Mrs. Kramer, as they learn about earning money and controlling expenses. Each student recognizes that they each have different strengths, aspirations, and desires. The book is divided into four sections: Investing, Saving, Making, and Enjoying Money.

The Teen Girl's Gotta-Have-It Guide to Money by Jessica Blatt

Jessica Blatt shows girls how to make money, save money, invest money, and wisely spend money. She gives innovative ideas for helping girls manage their money wisely, using real-life examples explaining that smart money habits are about creating freedom, choice, and independence.

The Cheapskate Next

Door: The Surprising Secrets of Americans Living Happily Below Their Means by Jeff Yeager
Yeager presents tips on frugal living in grocery shopping, entertainment, etc. Changing the way we think about want vs. need allows us the time to focus on the things that really matter...family, friends, charity, passions. Living more frugally isn't about sacrifice...it's about making choices every day to live a better, happier, more thoughtful life with less.



Croskey's Corner

When I was a kid, the Wonder Bakery had what they called Thrift Shops. They collected days-old Wonder Bread, Hostess Cupcakes, and Twinkies and sold them at a discount. I loved to go there and, since I couldn't tell a 4 day old Twinkie from one that was 40 days old (Can you?), I was happy as pie. (They sold pies too; kid-sized!) So, in my kids' brain, "Thrift" meant stale bread - but still worth eating!

The Character Quality of the Month for June is **Thriftiness**. It is defined as "Allowing myself and others to spend only what is necessary." Of course, when all you have to purchase is stale bread, you can be pretty Thrifty. One of the "I will" statements is to Not confuse what I need with what I want. This is a tough one.

As far as Thrift goes, I am known as a pretty cheap person. I buy my dress pants at Sam's. I buy many of my books through Amazon. I am now saving up the dregs of Irish Spring soap, melting them in the microwave, stirring them, and freezing them to make reconstituted soap. Try it! I pack my own lunch with leftovers, buy a knock-off of Head and Shoulders and add water to it. (What the heck!? I don't have much hair anyway.) I drink cheap beer. I shop for deals through Consumer's Reports and the Internet. I buy cook books with Favorite Restaurant recipes to take the place of eating out. But, I love to eat out, too, so my family is convinced we don't get to eat any place unless we have a coupon. PRETTY Cheap!

You know, I am not ashamed of any of this. There is a kind of relief in realizing that if I don't attempt to keep up with my free spending neighbors, I don't have the pressure of possibly being out spent by them.

So, I should be pretty happy. Extra disposable income because of my frugality, no peer pressure to buy, and a family which is very tolerant of my habits. You'd think!

But I fall into the same pitfall that anyone who spends triple what I spend might. I still buy things I don't need because I want them and think they will be satisfying. I still pay for the privilege of some great opportunity. I just try to catch a sale! But after I have spent the money, I am still not happy because I have confused what I need with what I want.

What do I need? You know, besides air, water and food? How do I figure out, on an ongoing basis, what I need? I guess the "afterglow" is a good indicator. When I spend time with a wonderful person, and I can't stop smiling afterwards, that is probably a sign that I got some pretty basic need met with that interaction. Or, if I try a new way of teaching a concept, and I get a blast of endorphins in my brain, signifying I was really Pleasured by this experience, that should be a sign that I got what I needed. Or, if my family and I laugh for long minutes at an experience, and go to laughing again when the memory is relived, that must mean we had a peak experience. In other words, we can identify those experiences and people who give us peak experiences and be pretty certain that those biological and emotional symptoms we have mean that we were involved in meeting our needs.

Kids have this problem, too. They confuse what they want from what they need. Where did "Kid in a candy store" come from, but this dilemma?! Probably the best way to teach children to think past what they want to what they need is to model that kind of responsible thinking. If we adults get better at making the distinction, kids will learn from us. It may cost us dearly as we learn from our Want-Need errors, but if you have a coupon, maybe you can save yourself 15%!

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Character...It Starts With Me!

Character in the Classroom *Continuously*

There are many ways that you can teach the Character Quality of Month. Here are just a few suggestions:

- Ask students to make posters to hang in the classroom or around the school.
- Challenge students to find quotes, news stories, current (or classic) songs or movies that portray the character quality of the month. Be sure to share these with the class and “archive” these to use in future years.
- Add the character trait of the month to the spelling word list. (Even if it is posted in the classroom to copy!)
- Offer for students to make a video or write a rap that demonstrates the Character Quality of the Month.
- If you teach younger students, see if you can “borrow” some older students to lead your students in an activity or switch the roles and have the younger students “teach” a rhyme to the older students.
- If you teach older students, you can be the initiator in the previous activities.
- Invite local business leaders or small business owners to talk about the importance of a character trait. If you teach older students, aim to get a representative from a business that typically hires teens so that they can relate the importance of good character when applying for and *keeping* a job.
- Men and women in uniform usually make impressive guest speakers. Police departments, fire departments and military recruiting offices are usually willing to come into a classroom. Do not be afraid to give them specific requests or guidelines for speaking so that it is pertinent to the lessons of the month.
- Always have a generic character activity planned and ready to go that you can use as filler when you have time to kill or that a substitute teacher can use in your absence.