

# When You're Short on Cash

**SUBMITTED BY:** Brian Page

**SUBJECT(S):** Personal Finance

**GRADE LEVEL(S):** 9, 10, 11, 12

## ≡ NBEA STANDARD(S):

- Personal Finance, III. Managing Finances and Budgeting

## ≡ RELATED ARTICLES:

- [“Where Do You Stand on the Cash Debate?”](#)
- [“When It Comes to Student Loans, It Pays to Finish Your Degree”](#)
- [“Payday Loans and the Perils of Borrowing Fast Cash”](#)
- [“Educator Toolkit: Financial Literacy”](#)
- [“Educator Toolkit: Cold, Hard Cash”](#)
- [“Budgeting Basics: Spending Less than You Earn”](#)

JUMP\$TART NATIONAL STANDARD: Financial Decision Making, Standards 1 and 4; Credit and Debt, Standard 3

CEE NATIONAL STANDARD: Buying Goods and Services, Standards 1-3

COMMON CORE STATE STANDARD: CCSS.ELA-LITERACY.WHST.11-12.9

CONTENT STATEMENT: Students will experience how to make it through the month when they are short on cash.

ESTIMATED TIME: 50 minutes

**MATERIALS NEEDED:** Each student needs a computer and the Internet; Consumer Financial Protection Bureau tool [When Cash Is Short Checklist](#) (Included); [Reflection Guide](#) (Included)

**WHY THIS MATTERS TO YOU NOW:** There will be times in your life that you will be short on cash, and you need to be prepared to manage the challenge.

1. Introduce students to the simulation [PlaySpent](#). Students should log on, accept the challenge, and try to make it through the simulated life for 30 days.
2. After experiencing the simulation, students are to complete the Reflection Guide.
3. Project the 3<sup>rd</sup> page of the Consumer Financial Protection Bureau tool [When Cash Is Short Checklist](#) and review the resources you believe are applicable to the game or your students. It is important to note that you have two goals in doing so:
  1. Stress to students where they can turn if they are facing a financial hardship as a young adult. Encourage students to link the document to their smartphones or place it in a student or classroom portfolio. [Click here](#) for an electronic example.
  2. Note: The parent(s) of some of your students may be facing a financial hardship now. What you are sharing may be useful for their current family situation.
4. Distribute the 2<sup>nd</sup> page of the Consumer Financial Protection Bureau tool [When Cash Is Short Checklist](#). Ask students to use the tool and what they learned playing the first time as guides when they try once again to accept the [PlaySpent](#) 30 day challenge.

**HOMEWORK / FURTHER EXPLORATION:** Following the lesson, show students the documentary [Spent: Looking for Change](#) and discuss the documentary.

**OPTIONAL:** Share [Live Long and Prosper: Planning for a Social Security Shortfall](#) and discuss as a classroom strategies they should consider as working adults to avoid being short on cash as a retiree.