

EDUCATOR FAQs WE'VE RECEIVED

1) **Should students research their answers to DIMS SCORE® Calculator questions?**

This is up to individual educators. Classroom schedules may or may not permit sufficient time for students to Google things like the actual price of a pair of Air Jordans or a plane ticket to California. Understandably, younger learners may not be encouraged to visit the internet or online retail sites such as Amazon; however, these sites are a good source of price discovery for many typical tween and teen purchases.

2) **Do we find a difference in DIMS SCORES between when students quickly research answers or respond, "off the cuff"?**

Not as much as you would think! (Mainly in the case of experiences versus items, as items tend to have fewer ancillary/ phantom costs.) Here's why:

1. Most students calculate the DIMS SCORE® for a purchase they've already been considering - so they tend to have some feel for its price and at least some, if not all, of the ancillary/ phantom costs.
2. The decision about what constitutes a lot or a little bit of money, which is mostly what changes when researching a purchase, is left to parents, where it belongs.
3. Our goal is to help students understand how easily they can pause, gather information, and reflect before spending their money or anyone else's. We offer benchmarks for what constitutes a "pricey" purchase in the most general sense. But only to help students prepare for a relaxed, productive conversation about spending with their parents/caregivers.

3) **What is a reasonable answer for how often an electronic device, such as a new phone, is used?**

We suggest 49 times a week, which most high school students find acceptable. (Otherwise, cost-per-use becomes so small as to be meaningless.) That number is generated as follows: 7 days a week multiplied by seven uses each day (in the morning and at night before bed, before and after school, or to make plans on non-school days, and adjacent to each of breakfast, lunch, and dinner).

4) **What are “best-practice tips” to share with students in advance of calculating the DIMS SCORE® for a possible purchase?**

- a) READ the prompts on each screen! For example, students must agree to the terms & conditions before exiting the first screen.
- b) Don't gloss over Kay's remarks. Our mindful spending coach, “Kay,” provides a range of helpful guidance, especially for first-time users.
- c) Feel free to “do it again”. As the DIMS SCORE® Calculator is a permissionless mindful spending tool, there are no limits on how many times a student can assess a possible purchase, answering questions differently to see the impact of a small amount of consistent thinking about a consumer decision.
- d) Upload an image: When a student believes they're ready to share a DIMS SCORE® Report with their parents, they'll want to upload a photo of the possible purchase. A picture is worth a thousand words. Help your parents/grandparents/aunts and uncles get their child/grandparent/niece or nephew precisely what they will use and appreciate for an upcoming holiday or birthday gift. There are so many different types of Air Jordans out there!

5) **What is the most common outcome after using the DIMS SCORE Calculator for the first time?**

Students sometimes tacitly entertain their teachers (or parents) and complete the task at hand, but then quickly realize how helpful the DIMS SCORE® Calculator can be and subsequently *want* to answer the questions with more care, which leads to them asking if they can “do it again”! (See Question 4. Above!)

6) **Are there recommended follow-up activities/ assignments?**

Yes, please check out the [“For Teachers”](#) page on the site and [these two blog posts](#) for additional ideas as to how the DIMS SCORE® Calculator integrates seamlessly into curriculum requirements, school schedules, and young lives.

And please, let us know when you experience success or frustration. We've made many amendments to our tools/ site as a result of constructive user feedback.

