



Lesson 3: Making Plans with Money

45 minutes

Facilitator background

The purpose of this document is to provide a script to guide classroom discussion and activity. While you will find suggested language, prompts, and timing throughout, these are all just recommendations that you can refer back to as needed. For more ideas, see *Appendix C: General Tips and Tricks for Leading a Classroom*.

As a facilitator, your goal is to have fun and encourage students to reflect on a topic they might have little familiarity with. There is no wrong way to do this! Students will learn something new and have fun doing it.

Objectives

After finishing this lesson, students will be able to:

- Distinguish between wants and needs
- Define “impulse buying” and “peer pressure”
- Make responsible money decisions
- Create a budget

Key Questions

- How do I wisely spend my money?
- How do I make a budget?

How to read this document:

The table below contains three columns:

- **SECTION** - This defines where you are in the lesson
- **DESCRIPTION** - These are the actual notes about what you will be doing or saying:
 - *Text that is italicized and (in parenthesis)* is meant to be additional instructions for you
 - “Text that is in quotes is meant to be examples of what you might say or ask”
- **DURATION** - This is the recommended timing for each section

Materials

- *Wants vs. needs* key
- Access to a whiteboard/chalkboard
- *What Would Happen If...?* Worksheets (one copy per student)
- *My Budget* worksheets (one copy per student) ****two-sided****

Vocabulary Terms

- **Spend** - to use money to buy stuff
- **Impulse Buying** - buying without thinking about whether or not you need it
- **Comparison Shopping** - finding out whether or not what you’re about to buy can be found for a better price or in better shape at a different store
- **Peer Pressure** - doing stuff just because your friends are doing it, or because your friends told you to, because you want your friends to like you and think you’re cool
- **Payment Method** - what you use to pay for something, like cash or a check
- **Expense** - the cost of the things that people spend money on
- **Budget** - a spending plan people make in order to make sure there is enough income to cover all expenses

Ahead of your visit (See Appendix A: School Visit Checklist):

- Make sure you have all the materials you need (including whether you need to have them cut out or copied)
- Read through this lesson plan. There are several opportunities for you to share about yourself that you might want to have prepared ahead of time.

SECTION	DESCRIPTION	DURATION
Opening	<p><i>It may be helpful to have students start out this lesson in their classroom gathering space, often on the rug.</i></p> <p>Introduce yourself, sharing information such as:</p> <ul style="list-style-type: none">• Title and day-to-day responsibilities. (Remember these are elementary aged students, so try to simplify your explanations.)	5 minutes
Activate Prior Knowledge Needs vs. Wants	<p>Review wants and needs:</p> <ul style="list-style-type: none">• “Today we will be talking about making plans with your money.”• “One thing that is very important when you have a money decision in front of you is asking yourself if you really NEED that thing or if you just WANT it.”<ul style="list-style-type: none">• “What are needs and wants? Who remembers?” Wait for students to raise their hands to offer ideas.<ul style="list-style-type: none">• <i>Hint: Needs are things that you have to have to survive. Wants are things that would be nice to have, but you can live without them.</i>• “What examples can you think of?” Wait for students to raise their hands to offer ideas.<ul style="list-style-type: none">• <i>Hint: Some examples of needs that you might buy are healthy food, clothing, and shelter. Some examples of wants are things like toys, electronics, or junk food.</i>• <i>Optional: Share a personal story about a time when you were going to buy something and had to decide if it was something you really needed or just something you wanted.</i>	5 minutes

SECTION	DESCRIPTION	DURATION
Activity	<ul style="list-style-type: none"> • On the board (with the teacher’s permission), write “wants” and “needs” spaced about 1 foot apart. Make sure to write it at the students’ eye level! • With the teacher’s help, divide the class into two groups. Line the students up in two lines facing the board. • Introduce the Face Off game: <ul style="list-style-type: none"> • “Now that you know the difference between wants and needs, we are going to put that knowledge into practice.” • Rules of the game - <ul style="list-style-type: none"> • You will read a word/phrase off the Wants vs. Needs list. • Say “go”! • The first student to run up to the board and tap the correct answer (want or need) gets a point for their team. • <i>Tip: You will want to set aside a part of the board to keep tally of the points. You can do this yourself, ask the teacher to do it, or get a student volunteer if the teams are uneven.</i> • Once a student has their turn, they go back to the end of their teams’ line. • The team with the most points at the end wins. • <i>Tip: It might help to do a practice round before you start counting points. Also, make it very clear to students where the starting line is and that they have to wait until you say go.</i> 	7 minutes

SECTION	DESCRIPTION	DURATION
<p>New Learning Impulse Buying and Peer Pressure</p>	<p>Bring students back to the classroom gathering space.</p> <ul style="list-style-type: none"> • “Now that you all are experts at wants and needs, let’s talk more about deciding to spend your money.” • “Remember, spending means using money to buy stuff. Money can be cash, checks, debit cards, or credit cards.” • “Sometimes you might want to buy something because you’ve been saving up for it. That’s great! Other times, you might just want to buy something because you saw it in the store. That’s called an impulse purchase or impulse buying. Impulse buying is when you just buy something without really thinking about it. Have you ever begged your mom or dad to buy you candy or gum at the cash register? The people in the stores put those things there for that exact reason! They’re hoping that you will buy them on impulse, without thinking, or convince your parents to buy them for you. That’s not very wise money spending.” <ul style="list-style-type: none"> • <i>Optional: Share about a time when you bought something impulsively. It can be as simple as a candy bar or a soda at the cash register.</i> • “Other times, you might want to buy something just because all of your friends have one or because they tell you that you should get it. That’s not very wise money spending either.” <ul style="list-style-type: none"> • <i>Optional: Share about a time when a friend peer pressured you into buying something.</i> • “When you have money to spend, you should always think about the consequences of spending it. Let’s do an activity that helps us explore more about what happens if we keep buying things just because our friends told us to or buying things on impulse, without thinking.” 	<p>5 minutes</p>
<p>Activity What Would Happen If...?</p>	<ul style="list-style-type: none"> • Have students return to their desks/workspaces for this activity. • Pair students into partners, with the teacher’s help. • Distribute the “<i>What Would Happen If...?</i>” worksheet • Go over the worksheet and its components with the students. Ask them what questions they have. Don’t spend too much time on whole-class questions because you should walk around while they’re working. • Allow students time to work with their partner to complete these. • Walk around and answer questions. • Debrief <ul style="list-style-type: none"> • Go over the correct answers to the “Amount of Money Spent” column. Ask for student volunteers to raise their hands and share their answers. • Ask for a few students to share the potential consequences they thought of in the final column. Don’t let them go on too long or start telling stories! 	<p>7 minutes</p>

SECTION	DESCRIPTION	DURATION
<p>New Learning Making a Budget</p>	<ul style="list-style-type: none"> • Let students know that the best way to track their money and spending habits is to make and stick to a budget. <ul style="list-style-type: none"> • “A budget is a spending plan people make in order to make sure there is enough income to cover all expenses. Expenses can be needs or wants. Most budgets are monthly. This means that they last for one month and then start over. When you make a budget, you have to think about how much money you have to begin with, how much money you think you will earn in that month, and what kinds of expenses you will have that month.” <ul style="list-style-type: none"> • <i>Optional: Share about a time that you created and stuck to a budget.</i> • “Usually budgets have places to keep track of what you earned and what you spent. They also help you think about saving for something you really want, like a new video game, or something that is important to you, like donating to your favorite charity.” <ul style="list-style-type: none"> • Ask for a student volunteer to share about a time that they saved up money to donate to a favorite charity. 	<p>5 minutes</p>
<p>Activity Making a Budget</p>	<p><i>Optional: If you have time, they can work on this in class. Otherwise, you can distribute it as a take-home activity that they can complete later.</i></p> <ul style="list-style-type: none"> • Have students return to their desks/workspaces for this activity , if they are not already there. • Distribute the My Budget worksheet. • Go over the worksheet and its components with the students. Be sure to go over both sides. Ask them what questions they have. Don’t spend too much time on whole-class questions because you should walk around while they’re working. • Allow students time to work independently to complete these. • Walk around and answer questions. 	<p>10 minutes (if time allows)</p>
<p>Closing and Reflection</p>	<p>Ask the students to share with a partner:</p> <ul style="list-style-type: none"> • 3 things I learned are... • 2 questions I still have are... • 1 thing that stuck with me is... <p>Ask for a couple of volunteers to share aloud with the whole class.</p>	<p>2-3 minutes</p>

ANSWER KEY

Wants vs. Needs Game

BASKETBALL

CELL PHONE

ORANGE

YOGURT

SODA

WINTER COAT

SHOES

CUPCAKE

WATER

VIDEO GAME

HEADPHONES

FRAPPUCCINO

PANTS

PEAR

SOCKS

SKATEBOARD

TABLET

LAPTOP

MP3 PLAYER

BOOK

BACKPACK

CAR

KEY:

Green = Needs | **Red** = Wants

End of the Month Reflection

Did I reach my savings goal? YES / NO

Why or why not? _____

Did I make any impulse purchases? YES / NO

Was I peer pressured into buying anything? YES / NO

How can I improve my spending habits for next month? _____

What should I keep doing? _____

What Would Happen If...

Directions: Work with your partner to figure out what would happen if each of these things happened with your money. It's important to spend money wisely!

What If...	Impulse Buy or Peer Pressure	Amount of Money Spent	Possible Consequences
<ul style="list-style-type: none"> ● Example: You bought a pack of gum every time you went to the store. ● Gum cost: \$1.50 ● # of trips to the store per month: 3 	<i>Impulse Buy</i>	<i>In 6 months, you will have spent \$27</i>	<p><i>You can't buy the new shirt you really want.</i></p> <p><i>You can't go the movies with your friends this weekend.</i></p>
<ul style="list-style-type: none"> ● You bought a milkshake on your way home from school every Friday. <ul style="list-style-type: none"> ● Milkshake cost: \$2.75 ● # of milkshakes bought per month: 4 		In 1 month, you will have spent \$_____	
<ul style="list-style-type: none"> ● Your best friend convinced you to buy the newest model cell phone because they got one, even though you already have a phone. <ul style="list-style-type: none"> ● Phone cost: \$300 ● Phone set-up: \$75 ● Phone contract: \$99 		How much did you spend on the phone in total? \$_____	
<ul style="list-style-type: none"> ● Your sister convinces you that you need a trendy new jacket. <ul style="list-style-type: none"> ● Jacket cost: \$99 ● Sales tax: \$18.67 		How much did you spend on the jacket in total? \$_____	
<ul style="list-style-type: none"> ● You saw a sign for a bakery on your way to the park and stopped in to buy 3 cupcakes. <ul style="list-style-type: none"> ● Cupcake cost: \$2.25 ● # of cupcakes bought: 3 		How much did you spend on the cupcakes in total? \$_____	