



Money Matters: Why It Pays to Be Financially Responsible

LESSON 1: TEACHERS GUIDE

Teens aren't typically known for their financial responsibility—yet many are already using complex financial strategies. For example, shopping at the mall calls for cost comparisons, and saving for a skateboard requires budgeting. To learn about responsible money management, it's important to take a look at the building blocks of financial decision-making. In this lesson, students will examine the spending decisions they already make, then examine real-life spending scenarios and research, analyze and present their recommendations to the class.

Topic: Financial Responsibility

Time Required: 70 minutes

SUPPLIES:

- Notebooks
- Computers or tablets
- Internet access
- Projector
- Student activity sheets (2)

PREPARATION:

- Copy student activity sheets
- Review websites on activity sheet 2

STUDENT ACTIVITY SHEETS:

Money Matters: Know the Lingo

This activity introduces key financial decision-making strategies and encourages students to connect them to their own lives.

Money Matters: What Would You Do?

This activity presents 3 scenarios young adults often face and asks students to make a plan for addressing them.

LEARNING OBJECTIVES:

Students will...

- Explore personal financial choices
- Learn to make informed financial decisions
- Consider what it means to be financially responsible

STANDARDS:

Jump\$tart Standards:

- Financial Responsibility Standards 1, 2 and 4

National Economics Standards:

- Standard 2: Decision Making

Common Core ELA Anchor Standards:

- Reading: Key Ideas and Details
- Reading: Integration of Knowledge and Ideas
- Writing: Research to Build and Present Knowledge
- Speaking and Listening: Comprehension and Collaboration
- Speaking and Listening: Presentation of Knowledge and Ideas
- Language: Vocabulary Acquisition and Use

Essential Question

“What does it mean to be financially responsible?”

Investigate: Our Current Money Skills

[Time Required: 15 minutes]

1. Begin by asking students about the last big purchase they made. What was the purchase? What decisions and research went into it? Are they still happy with the purchase? Record students' experiences on the board.
2. Invite students to share further strategies that their classmates could have used before making their purchases (e.g., comparing cell phone plans across carriers, weighing the short-term and long-term happiness of buying a new video game system). What could happen if they didn't have a spending strategy? Mention that not having a purchase strategy can lead to spending more than they need to on certain items and spending beyond their means.
3. As a class, analyze students' stories and look for common themes. For example, do students frequently compare prices at various stores? Do they think about how often they will use an item before they purchase it? Why do they take these steps?
4. Ask students what they think is meant by **financial responsibility**. Why is it important? Record students' ideas on the board.

Student Preparation: Understanding Financial Lingo

[Time Required: 15 minutes]

5. Distribute the **Money Matters: Know the Lingo** activity sheet to each student. If possible, project the list of terms and financial analyses onto the board, or write the words on the board.
6. Ask students if they have heard the terms on the activity sheet before. If so, where? Were any of the concepts addressed in the class discussion about purchases? How do these strategies connect to the idea of financial responsibility? Record students' thoughts on the board.
7. Encourage students to write about how each strategy connects to their own lives. Call on students to share their responses with the class.

**TEACHER'S TIP****What is the Essential Question?**

The Essential Question is designed to “hook” the learner, promote inquiry and engagement with the lesson, and allow students to exercise problem-solving abilities. It addresses a larger concept, does not have a right or wrong answer, and requires higher order thinking skills.



Challenge: What Would You Do?

[Time Required: 30 minutes]

8. Introduce the **Money Matters: What You Would Do?** activity sheet and challenge the class to think about how they would approach one of the financial scenarios presented. Then break the students into small groups.
9. Assign a scenario to each group and ask students to research, brainstorm and analyze resources and information to help them approach their scenarios. Explain that at the end of the activity, groups will share a plan for their scenarios with the class. Teams can decide how best to present their solutions, even creating posters or a digital slideshow if time allows.
10. Encourage teams to discuss the challenges they faced in addressing their scenarios and how they overcame these challenges. Also ask them to share the websites they found the most helpful and why.

Reflection

[Time Required: 10 minutes]

Have students reflect and journal in their notebooks about how making responsible financial decisions can lead to financial well-being over a lifetime. What other financial decisions will they likely be faced with? Ask students to consider the importance of making decisions that take into account financial information like **income, expenses, budgets** and **goals**.



TEACHER'S TIP

What is Reflection?

The Reflection part of the class gives students the opportunity to reflect on the bigger-picture meaning of the exercise, and to assimilate and personalize some of the concepts and ideas learned about in the class.

