

## Section 2--Budgets

**Title of Lesson/Subject:** *Budgeting and Setting Goals*

**Prepared by:**

### Contact Information

**E-mail address:**

**Phone:**

**Time Allotment:**

Two to three 50 minute class periods

**Grade Level:**

Junior and Senior students  
(Lesson developed for STRIVE Program)

**ND Standards Competencies:**

This lesson integrates Language Arts, Technology, Math, and Art

**Key Economic Concepts:**

**Brief Description:**

**Learner Objectives:**

1. Students will engage in a process of generating ideas, drafting, revising, editing, and presenting ideas around various aspects of finances and money.
2. Students will prepare and prioritize goals for a lifetime of financial security.
3. Students will identify resources and steps to achieve goals for financial success.
4. Students will see the value of being money savvy and will develop an awareness of the part that money plays in their life.

**Introduction:**

**Materials Needed:**

Pencil and paper  
Markers  
Poster board  
Board and chalk or overhead and transparency  
Computer with Internet access  
Magazines and newspapers

**Audio/Visual Equipment Needed:**

**Lesson Outline:**

Introduction: Does money affect your daily decisions? How do you handle money and how much is enough? Are you a compulsive shopper or a penny pincher? This lesson will help you develop money management skills. The activities in this lesson will help you recognize the value that society assigns to money, and whether or not that value system makes sense to you personally.

Procedure:

- I. Discuss small business and free enterprise—after students spend 10-15 minutes on the internet researching the topic.
- II. Students will choose two or three of the following topics for writing assignment to be turned in the next class period.
  - a. Describe the consequences of not budgeting.
  - b. What is comparison shopping? Is it a good or bad thing?

- c. Can or cannot money buy happiness?
- d. Make a list of things you would like that money can't buy.
- e. Explain how to achieve the "good life!"
- f. Explain how money affects people's lives.

III. Tell students that a status symbol represents to other people that you have money and worth. Have students brainstorm and discuss some present day status symbols (expensive cars, large houses, certain brand name clothing, etc.). Have student contemplate why certain items are considered a status symbol. Discuss how a status symbol would affect people's lives. Have students brainstorm what can be done in a school setting to eliminate discrimination based on the financial status of students.

IV. As a concluding activity, have students create a mosaic with magazine pictures and newspaper clippings and photographs that represent their idea of the "good life."

V. If desired, and if students are willing to share, have students present their mosaic and discuss their plans for obtaining the lifestyle that they want (education, jobs, commitment to their plans, etc.).

**Resources:**

**Activities:**

**Application/Assignment:**

**Evaluation Plan:**

Different aspects of this lesson would require different assessment. All students will be graded on written aspects and on the art mosaic. The art mosaic could be assessed using rubrics including: layout/design, information included, followed classroom guidelines, accuracy of information.

Written assignments could be assessed by meeting the following criteria:

- Is it original and creative work?
- Has the student shown assignment responsibility by following directions and meeting deadlines?
- Is the work correct with accurate punctuation, capitalization, spelling, and usage?
- Is the work neat with acceptable presentation?