

Section 2—Budgets/Sources of Income**Title of Lesson:** *To Spend or Not to Spend***Prepared by:** Tracy Sipma, Dickinson Public Schools**Contact Information:****Email:** t.sipma@sendit.nodak.edu**Work:** 701-456-0030**Time Allotment:** Approximately 90 minutes depending upon amount of discussion**Grade Level:** 9-12**ND Standards Competencies:** (From N.D. Business Education Framework)

⇒ Demonstrate how individuals effectively manage money.

Key Economic Concept: Spending Literacy**Brief Description:** Today teenagers collectively earn billions of dollars each year. This means that they are also spending more than previous generations of teens. Developing smart buying (spending) habits is a learning experience. This lesson will help students develop and improve spending habits.**Learner Objectives:**

- ⇒ Compare the advantages and disadvantages of spending now and spending later
- ⇒ Develop improved spending techniques and practices
- ⇒ Determine if one should buy an item

Introduction: Read the following and then ask for comments/ask some questions based on the information:

Teenagers in the U.S. spend over \$84 billion a year. The money, which averages to about \$3,200 per teen comes mostly from parents and jobs; and covers spending on clothing, food, entertainment, personal-appearance products, recorded music, and transportation.

Materials Needed:

1. Hard copy of Teens and Money Lesson (from the website cited below)
2. Young Spenders Profile and Rubric (Survey)
3. Bargain Quiz
4. Spending Plan Quiz
5. Money Responsibility Quiz

A/V Equipment: PC with in-focus projector (if available) for visual reinforcement)**Lesson Outline:**

1. Introduce lesson/ anticipatory set (see above)
2. Discussion:
 - a. **Ask** the learners: What do you think it means to be a “good spender”?
3. Learners complete “Young Spenders Profile,” then grade themselves using the rubric provided on the website (cited below). (provide hard copies of the profile and rubric)
4. Discuss ways that learners can improve spending techniques/habits.
 - a. Brainstorm (on board)
 - b. Use the ideas listed on page three of the website to facilitate discussion.

5. Discuss what should be considered when making a purchase.
 - a. Brainstorm (on board)
 - b. Use pages 3-4 of website to facilitate discussion
6. Explain that what appears to be a bargain may not be. **Ask learners** what they think the difference is between wanting something and needing something.
 - a. Bargain Quiz – page 4 of the website.
 - b. Correct and discuss the questions/answers
7. Closure – review key points of lesson.

Resources:

1. Website cited as follows:
 - Indiana Department of Financial Institutions
 - “Teens and Money”
 - <http://www.in.gov/dfi/education>
 - click on **credit information** icon
 - click on **Mini-lesson** icon
 - scroll to and click **Teen Spending** icon
2. Teacher creativity

Evaluation Plan:

1. Spending Plan Quiz (10 multiple choice)
2. Money responsibility quiz (10 multiple choice)
 - *remember to use these as discussion/re-teaching/closure resources
3. Classroom participation