

FALL 2023

Pathway to Financial Success

In Schools

Unit 1 Educator Guide

Being Financially Responsible

HIGH SCHOOL

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Unit Overview

[Unit 1: Being Financially Responsible](#) provides a foundation for students to explore a wide variety of personal finance topics. The unit begins with an introduction to personal goal setting and the importance of setting SMART goals. Students then examine their personal money habits. This includes examining how these habits were established and the impact having good money habits can have on their future. Next, students learn about budgeting and discover why it is important to track one's income and expenses. The unit concludes with a look at students' everyday spending decisions and the impact their daily choices can have on their financial future.

Below are the five topics in this unit:

1. Imagining Your Financial Future
2. Setting SMART Goals
3. Examining Money Habits
4. Budgeting for Success
5. Spending Wisely

As with all units in the Pathway to Financial Success in Schools high school program, each topic has an associated self-paced module. There are also several classroom activities, a family connection, and interactive student capture sheets. Each resource is described in further detail on the pages that follow.

To see how this unit fits into the entire [Pathway to Financial Success in Schools](#) program, download the High School Program Educator Guide.

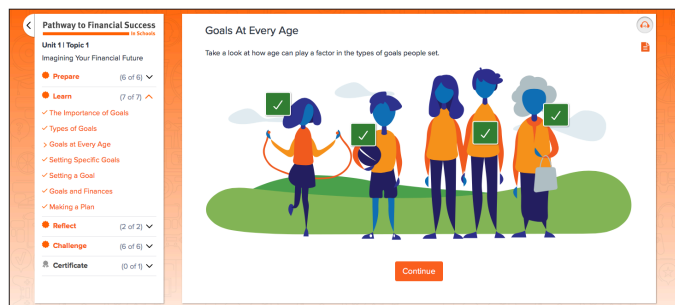
A Note about Sequencing: There are many ways to kick off a personal finance unit or course. One of the most popular approaches—and the one used in Pathway to Financial Success—is to begin with the topics of goal setting and budgeting. The other most popular approach is to start with an exploration of careers and earning an income. Neither is right or wrong. Beginning with goal setting and budgeting encourages students to think about why and how they will spend money in the future. Starting there, they can later explore careers that will provide enough income to meet their desired goals. The alternate approach (careers and then goals/budgeting) begins with the student's interests, career goals, and earning potential and builds a budget from there. Educators should consider their students' needs and any prior knowledge or coursework they might have when determining a sequence that will work best for their students. [Pathway to Financial Success](#) is designed for utmost flexibility. The units may be used in any order you desire.

Topics and Resources

Unit 1 All Topics	Family Connection Parents as Financial Role Models Families are encouraged to discuss money habits, financial goal setting, and budgeting. Interactive Student Capture Sheets Being Financially Responsible Students use this digital notetaker—either electronically or in print form— to take notes, respond to prompts, and access additional resources for the entire unit. The content reinforces the self-paced modules and concludes with unit wrap-up materials.
Topic 1	Self-Paced Module Imagining Your Financial Future Students learn about goal setting and how one’s goals for the future (i.e., job, relationships, social) will likely vary at different life stages. Classroom Activity From Dream to Reality Students develop a personal vision board that represents their future. They consider their future careers, families, and lifestyles and develop action plans to achieve their goals.
Topic 2	Self-Paced Module Setting SMART Goals Students learn the value of creating goals that are SMART: specific, measurable, achievable, relevant, and time-bound.
Topic 3	Self-Paced Module Examining Money Habits Students explore their current money habits and how they may impact their futures. They learn that adopting a growth mindset could help them reframe their money habits.
Topic 4	Self-Paced Module Budgeting for Success Students examine why budgeting is important and learn about different approaches to budgeting, including traditional category-based budgeting, simplified 50-20-30 budgets, and how technology can make budgeting easier. Students also consider how a teen’s budget might compare to that of an adult and/or family member. Classroom Activity Budgeting Dilemmas After learning what makes up a budget, student “financial counselor” groups identify issues and present solutions for the budgets of fictional clients.
Topic 5	Self-Paced Module Spending Wisely Students examine factors that influence people’s spending decisions (affordability, price, durability, etc.) and how technology allows consumers to make more informed choices.

Self-Paced Modules

This section provides strategies for incorporating the five self-paced modules from this unit into instruction along with tips for facilitating discussion before, during, and after each module. For a more general overview of what self-paced modules are, how they work, and the technology requirements for using them, please see the [Pathway to Financial Success High School Educator Program Guide](#).



Topic 1 Imagining Your Financial Future

[Launch the Module](#)

Overview

What does the future hold for you? How will your goals change over time? Students learn about goal setting and how one's goals for the future (i.e., job, relationships, social life) will likely vary at different life stages.

Key Learning Objectives

Students will be able to:

- give examples of goals people set for themselves.
- explain the importance of goal setting.
- compare how goals vary from one life stage to another.

Setting the Stage

Engage students before the module with one or more of these questions:

- Where do you see yourself in 10 years? How old will you be? What will you be doing?
- What goals do you have for your future? Have you

ever written your goals down or shared them with family or friends?

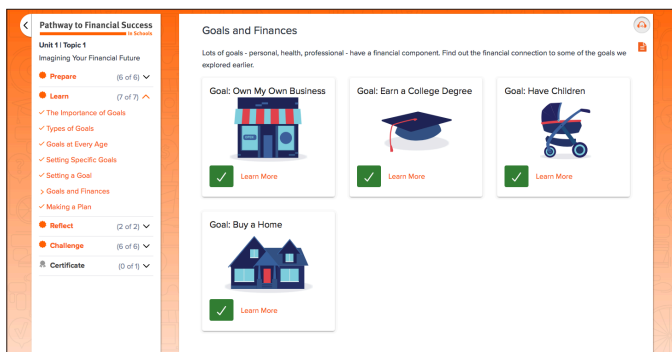
- Do you think it is important for people to set goals for their future? Why or why not?

Section-by-Section Educator Tips

- **Prepare**
 - **Imagining Your Financial Future:** The module begins by asking students if they have ever heard of the saying, “A goal without a plan is just a wish.” Ask students if they have ever heard of this saying. Do they know what it means? Can they put it in their own words?
 - **Goals and You:** Students are asked to think about their lives ten years in the future. How much have students thought about their futures? How certain are they about their goals? Do they change frequently?
 - **Show What You Know:** The pre-test consists of three questions. Students have one opportunity to answer each question correctly. Feedback is provided for both correct and incorrect answers. If using the module in a classroom setting, consider having students vote on answers or call on different students for each question. The correct answer is visible once an answer is submitted.
- **Learn**
 - **The Importance of Goals:** Students learn what goals are and what helps people accomplish

them. Ask students why setting specific goals, writing them down, and sharing goals makes people more likely to accomplish them.

- **Types of Goals:** Three ways to think about goals are explored: sooner vs. later; small vs. big; and personal, professional, or financial. Challenge students to think of their own goals in each category.
- **Goals at Every Age:** Students explore how goals can differ depending on a person's age. Invite students to consider how their goals may change over time. Consider sharing how your own goals have changed from when you were their age to now.



- **Setting Specific Goals:** Each card in this section explains how details can be added to a goal statement to make it more specific. Ask students why setting specific goals is important. What difference does it make to add details to your goal?
- **Setting a Goal:** Students complete the sentence, “I would like to go to _____ in _____. When I'm there, I'd like to _____.” Challenge students to create their own goal statement and be as specific as possible.
- **Goals and Finances:** Students discover the financial connections to each of the following goals: own my own business, earn a college degree, have children, and buy a home. Challenge students to think of and share other goals that have a financial connection.

- **Making a Plan:** Five steps to achieving a goal are shown, and students must put them in the correct order. Ask students if they have ever made a plan to achieve a goal. What would it take to get them to write down their own goals and make a plan? Do they think sharing their goals with a friend would make them more or less likely to achieve it?

• Reflect

- Students are asked to rank how strongly they agree or disagree with the following statement: I know how to set goals that can help me throughout my life. Did more students agree with the statement after completing the module than before? If students still disagree at the end, ask them what they need to know in order to agree with the statement.

Not quite, give it another try

Try Again

Skip and continue to the next question.

• Challenge

- There are five post-test questions for this module. Students are encouraged to review the information in each section, if needed, before beginning the post-test.
- Students will encounter a variety of question types including multiple choice, classification, matching, and true/false.
- For each question, students have two opportunities to answer correctly. Full credit is given for correct answers on the first try. The total number of available points in this module's post-test is 90. If students answer incorrectly, they are given an opportunity to try again or skip and continue to the next question. No additional points are given to students who either do not

retry the question or retry the question and still answer incorrectly. Partial credit is given for students who correctly answer a portion of a multi-part question or who give the correct answer on a second try.

Interactive Student Capture Sheets

The [Unit 1 Interactive Student Capture Sheets](#) contain prompts, reflection opportunities, graphic organizers, and more. They are provided in Google Slides and offer a way for students to capture their notes while progressing through each of the self-paced modules. Additionally, they can serve as a means of assessing student progress and comprehension. Below are the prompts included for this topic:

- “A goal without a plan is just a wish.” Agree or disagree? Why? (Slide 4)
- List three things you can do to improve your chance of reaching a goal. (Slide 4)
- What are some of your goals for the future? Is this goal: short-term, mid-term, or long-term? Small or big? Personal, financial, or professional? (Slide 4)
- Corresponding to the module’s animation, [The Importance of Goals](#), students consider what they thought about a topic before and after interacting with the video. If your school has access to the [Discovery Education](#) platform, you can assign a version of this activity within [Studio](#). (Slide 5)
 - What did you think about goals before the module?
 - How did the video change your thinking about goals? Use this sentence frame to explain your new thinking. “I used to think _____, but now I think _____.”
 - What details from the video support that thinking?
- How do you expect your goals to change over time? (Slide 6)
- Transform the general goal statements into a specific one. If possible, make it one that would work for you and your circumstances. (Slide 6)
- Think of three goals for your future—a short-term goal, a mid-term goal, and a long-term goal. Write each down and identify the financial connection. (Slide 7)
- Do you think it is important to set goals? Explain your thoughts. (Slide 11)
- Consider the learning objectives for this module. How do you feel about each one after completing it? (Slide 11)
 - I can give examples of goals people set for themselves.
 - I can explain the importance of goal setting.
 - I can compare how goals vary from one life stage to another.

Extending the Module

Once students complete the module, consider one or more of these extension activities:

- Encourage students to write at least three goals: short-term (less than one year), mid-term (one to five years), and long-term (more than five years). What is the financial connection for each goal?
- Find out where students stand on setting goals. Do they think it is important to do? Will they write down their goals in the future? Ask students to explain their rationale and/or defend a particular point of view.
- There are apps and other technology that can make goal-setting and follow-up easier. Invite students to research tools such as [Coach.me](#), [LifeTick](#), [StickK](#), [Strides](#), or [Toodledo](#).

Standards Correlation

The following standards are addressed in this module.

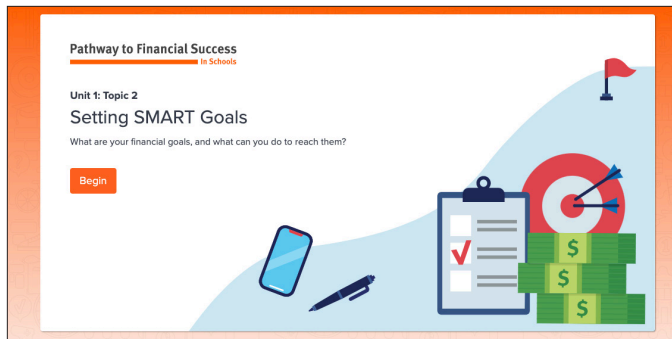
National Standards for Personal Financial Education

from the Council for Economic Education and Jump\$tart Coalition for Personal Financial Literacy

- II. Spending 4-1 People differ in their preferences, priorities, and resources available for consuming goods and services
- II. Spending 4-2 Money can be spent to increase one's own or another individual's personal satisfaction or to share the cost of goods and services

National Standards for Business Education from the National Business Education Association

- Personal Finance I.1.1 Define and give examples of economic wants
- Personal Finance I.1.2 Explain how every individual defines wants and needs differently
- Personal Finance II.1.15 Analyze how career choice and education affect income and goal attainment
- Personal Finance III.1.1 Identify examples of short-term and long-term goals



Topic 2 Setting SMART Goals

[Launch the Module](#)

Overview

What are your financial goals? How can you increase your chances of reaching your financial goals?

Students learn the value of creating goals that are SMART: Specific, Measurable, Achievable, Relevant, and Time-bound.

Key Learning Objectives

Students will be able to:

- Identify financial goals.
- Explain the importance of setting SMART goals.
- Determine whether a goal meets the criteria for a SMART goal.

Setting the Stage

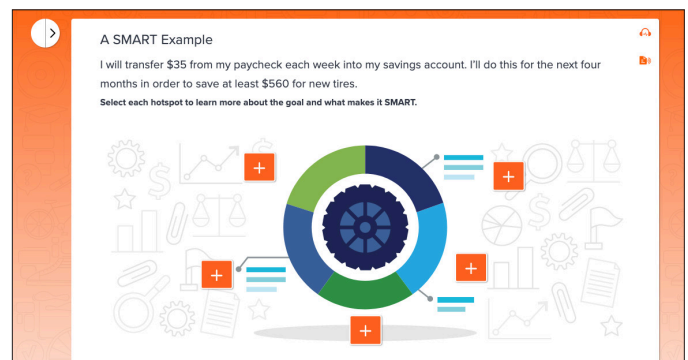
Engage students before the module with one or more of these questions:

- Have you ever set a goal for yourself? What was it?
- When you set your mind to do or change something, do you accomplish your goal?
- What helps you to achieve your goals? What makes conquering a goal more challenging?

Section-by-Section Educator Tips

• Prepare

- **Setting SMART Goals:** The module begins by asking students if they have ever set a financial goal and, if so, did they achieve it. Ask students to provide examples of financial goals that they or someone else might set. Challenge them to consider various aspects of finances, including earning, spending, and saving money.
- **Your Experience with Goals:** Students are asked about strategies they have used in the past to help them achieve their goals. Compare student responses and prompt students for examples, as desired.
- **Show What You Know:** The pre-test consists of three questions. Students have one opportunity to answer each question correctly. Feedback is provided for both correct and incorrect answers. If using the module in a classroom setting, consider having students vote on answers or call on different students for each question. The correct answer is visible once an answer is submitted.



• Learn

- **What Are SMART Goals?:** Students learn about the criteria SMART goals must meet. They must be specific, measurable, attainable, relevant, and time-bound. Ask students why experts recommend setting SMART goals instead of more general ones.

- **A SMART Example:** An example of a SMART goal is explored. Students select various hotspots to learn why and how it meets each of the SMART criteria. Invite students to share which of the criteria they think is most challenging to determine and why.
- **Questions to Ask:** Students explore questions they can ask themselves when considering whether or not a goal is SMART. Invite students to provide a goal example and work together to determine if it meets the SMART criteria. If not, challenge students to work in pairs or small groups to make each goal fit the criteria of a SMART goal.
- **Financial SMART Goals:** There are many types of financial goals that people can set. Students examine goals related to spending, saving, identity theft, and talking about money. Invite students to write their own SMART financial goal. Alternately, challenge students to write both a short- and long-term financial goal and/or consider how their financial goals might change over time.
- **Reflect**
 - Students are asked to rank how strongly they agree or disagree with the following statement: I know how to create a SMART goal. Did more students agree with the statement after completing the module than before? If students still disagree at the end, ask them what they still need to know in order to agree with the statement.

Not quite, give it another try

Try Again

Skip and continue to the next question.

- **Challenge**
 - There are five post-test questions for this module. Students are encouraged to review the

information in each section, if needed, before beginning the post-test.

- Students will encounter a variety of question types including multiple choice, classification, drop down, and matching.
- For each question, students have two opportunities to answer correctly. Full credit is given for correct answers on the first try. The total number of available points in this module's post-test is 80. If students answer incorrectly, they are given an opportunity to try again or skip and continue to the next question. No additional points are given to students who either do not retry the question or retry the question and still answer incorrectly. Partial credit is given for students who correctly answer a portion of a multi-part question or who give the correct answer on a second try.

Interactive Student Capture Sheets

The [Unit 1 Interactive Student Capture Sheets](#) contain prompts, reflection opportunities, graphic organizers, and more. They are provided in Google Slides and offer a way for students to capture their notes while progressing through each of the self-paced modules. Additionally, they can serve as a means of assessing student progress and comprehension. Below are the prompts included for this topic:

- Have you ever set a goal for yourself? What was it? Did you accomplish it? (Slide 13)
- What does each letter in the word "SMART" stand for in the term SMART goals? (Slide 13)
- Why do experts recommend making goals "SMART"? Do you agree with them? Explain. (Slide 13)
- Corresponding to the module's animation, [Setting SMART Goals](#), students consider SMART goals from various points of view. If your school has access to the [Discovery Education](#) platform, you can assign a version of this activity within [Studio](#). (Slide 14)
 - Write a journal entry or letter that describes how a mountain climber might use SMART goals to achieve their goals. Use your

imagination. A letter, for example, could be addressed to a friend, mentor, new climber, or someone else.

- Think of something you wish to achieve in the future that has a financial connection. Write a corresponding SMART goal in the center of the wheel. Then, identify what part of the goal corresponds to each SMART characteristic and how. (Slide 15)
- As you click through the “Questions to Ask” section of the module, fill in the blanks in the questions you can ask yourself when setting SMART goals. (Slide 16)
 - What exactly do you plan to _____?
 - Where or how will this take place?
 - What _____ do you need to succeed?
 - How will you know _____ you have achieved this goal?
 - What would be one of the best ways for you to _____ on this goal?
 - How _____ are you that you can reach this goal?
 - Are there major _____ standing in your way of success?
 - What is _____ to you about this goal?
 - How does this goal relate to what you _____?
 - What is your _____ to accomplish this goal?
 - When do you need to start taking _____?
- Consider each goal below. Is it one you can imagine setting for yourself? (Slide 16)
 - I will keep track of all my expenses for the next week using the notes app on my phone.

- I will find out the current interest rate and deposit requirements for savings accounts at four banks or credit unions by the end of the month.
- I will review my passwords for at least five online accounts and make sure they are all different by the end of next month.
- Over the weekend, I will ask my family for help identifying two ways to earn money next summer.
- In this topic, you learned about setting SMART goals. There are other acronyms for goals. Consider the ones below and explain which you would choose: SMART, HARD, SMARTER, or an acronym of your own creation. (Slide 17)
 - HARD: H = Heartfelt, A = Animated, R = Required, D = Difficult
 - SMARTER: E = Evaluated and R = Reviewed
- Consider the learning objectives for this module. How do you feel about each one after completing it? (Slide 17)
 - I can identify financial goals.
 - I feel confident explaining the importance of setting SMART goals.
 - I can determine whether a goal meets the criteria for a SMART goal.

Extending the Module

Once students complete the module, consider one or more of these extension activities:

- Encourage students to discuss their financial goals with their family or a trusted adult. What support will they need in order to accomplish their goals.
- SMART goals aren’t the only ones people can set. Invite students to research and compare SMART goals to other types. One example uses the acronym HARD, which stands for heartfelt, animated, required, and difficult. Another adds

an -ER to SMART to make it SMARTER. The extra two letters stand for evaluated and reviewed.

- Challenge students to consider and write about their own personal goal-setting strategy. What do they think will make them more likely to reach a goal?

Standards Correlation

The following standards are addressed in this module.

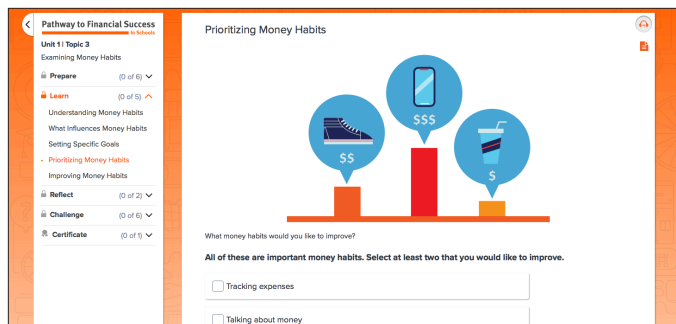
National Standards for Personal Financial Education

from the Council for Economic Education and Jump\$tart Coalition for Personal Financial Literacy

- II. Spending 4-1 People differ in their preferences, priorities, and resources available for consuming goods and services
- II. Spending 8-1 Creating a budget can help people make informed choices about spending, saving, and managing money in order to achieve financial goals
- II. Spending 12-1 A budget helps people achieve their financial goals by allocating income to necessary and desired spending, saving, and philanthropy
- III. Saving 4-2 A savings plan is a plan for setting aside money to pay for a future need, goal, or emergency

National Standards for Business Education from the National Business Education Association

- Personal Finance II.1.15 Analyze how career choice, education, and affect income and goal attainment
- Personal Finance III.1.1 Identify examples of short-term and long-term goals



Topic 3 Examining Money Habits

[Launch the Module](#)

Overview

What are your current money habits? Are they helping or preventing your future financial success? Students explore their current money habits and how they may impact their future. They learn that adopting a growth mindset could help them reframe their money habits.

Key Learning Objectives

Students will be able to:

- assess their personal money habits.
- examine the origin of their money habits.
- evaluate the impact their money habits have on themselves and others.

Setting the Stage

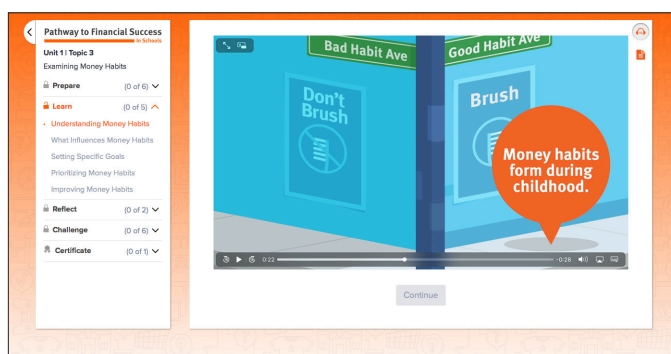
Engage students before the module with one or more of these questions:

- What do you think about when you hear the term “money habits?” Can you think of an example of a money habit?
- Do you think you have habits that relate to money? If so, what are they?
- Do you save money every time you earn some? If so, that’s a good money habit. What other good money habits can you think of?

Section-by-Section Educator Tips

• Prepare

- **Think About Your Money Habits:** The module begins by asking students to think about some of their own money habits. Do they track what they spend their money on each month and/or save money for future expenses? Are they comfortable talking about their finances? Ask students if they think these are good or bad money habits to have and why.



- **Show What You Know:** The pre-test consists of three questions. Students have one opportunity to answer each question correctly. Feedback is provided for both correct and incorrect answers. If using the module in a classroom setting, consider having students vote on answers or call on different students for each question. The correct answer is visible once an answer is submitted.

• Learn

- **Understanding Money Habits:** Students learn that money habits are formed in childhood. Challenge students to think about money habits they might have learned as a child from their family or others.
- **What Influences Money Habits?:** Four factors that influence money habits are explored: family, friends, media, and technology. Ask students if they think one factor influences their money habits more than another.
- **Impact of Money Habits:** Students discover

that money habits can influence themselves and others. Encourage students to identify the impact of their money habits on others and/or how the money habits of others impact them.

- **Prioritizing Money Habits:** From a list of seven money habits, students select at least two that they would improve. Compare student responses. Discuss what students can do to begin making changes to improve these habits.
- **Strategies for Improving Your Money Habits:** Three ways to improve money habits are explored. Ask students why it is best to take small steps. What would happen if they tried to make really big steps instead of small ones? Challenge students to research the differences between fixed and growth mindsets and the impact each can have.

• Reflect

- Students are asked to rank how strongly they agree or disagree with the following statement: I know steps I can take to improve my money habits. Did more students agree with the statement after completing the module than before? If students still disagree at the end, ask them what they still need to know in order to agree with the statement.

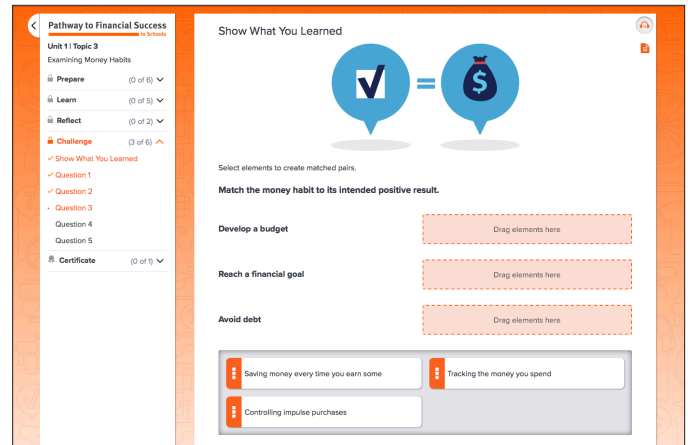
Not quite, give it another try

Try Again

Skip and continue to the next question.

• Challenge

- There are five post-test questions for this module. Students are encouraged to review the information in each section, if needed, before beginning the post-test.
- Students will encounter a variety of question types including multiple choice, classification, matching, and fill in the blank.



- For each question, students have two opportunities to answer correctly. Full credit is given for correct answers on the first try. The total number of available points in this module's post-test is 80. If students answer incorrectly, they are given an opportunity to try again or skip and continue to the next question. No additional points are given to students who either do not retry the question or retry the question and still answer incorrectly. Partial credit is given for students who correctly answer a portion of a multi-part question or who give the correct answer on a second try.

Interactive Student Capture Sheets

The [Unit 1 Interactive Student Capture Sheets](#) contain prompts, reflection opportunities, graphic organizers, and more. They are provided in Google Slides and offer a way for students to capture their notes while progressing through each of the self-paced modules. Additionally, they can serve as a means of assessing student progress and comprehension. Below are the prompts included for this topic:

- People have all kinds of money habits. What money habits do you associate with each of these financial topics: spending, saving, talking about money? (Slide 19)
- Many factors can impact money habits. Fill in the graphic organizer below with ways each factor has made—or could make—a difference with your personal money habits: family, friends, media, technology. (Slide 19)

- Corresponding to the module’s animation, [Examining Money Habits](#), students are asked to watch the video and think of two true statements about their own personal money habits and one false statement. If your school has access to the [Discovery Education](#) platform, you can assign a version of this activity within [Studio](#). (Slide 20)
- Below is a list of potential money habits. Select two you would like to improve on or make up your own. Describe why you chose each one and the steps you can take to make progress. Options: track my expenses, make fewer unplanned purchases, save money for the future, get more comfortable talking about money, donate to charities, and regularly monitor my account balances. (Slide 21)
- Are there any other money habits of yours that you would like to improve? If so, list them below. (Slide 21)
- If you had to give yourself a grade for each of the following money habits, what would it be and why? (Slide 22)
 - Tracking spending
 - Setting money aside to save
 - Regularly checking your account balances
 - Comparing prices before making a large purchase
 - Looking for discounts, sales, or coupon codes
- Consider the learning objectives for this module. How do you feel about each one after completing it? (Slide 22)
 - I can assess my personal money habits.
 - I have examined the origin of my own money habits.
 - I can evaluate the impact my money habits have on myself and others.

Extending the Module

Once students complete the module, consider one or more of these extension activities:

- Encourage students to identify at least two money habits they can improve. If students have not yet completed the Unit 1, Topic 1 module, “Imagining Your Financial Future,” they could complete it and consider how they can set improving their money habits as a goal.
- Technology may help some people to modify their habits. Invite students to research tools such as [Streaks](#), [StickK](#), and [Way of Life](#).
- Being comfortable talking about money is one money habit many people can improve. Ask students if they are comfortable discussing money with family and friends. If not, what makes it challenging?

Standards Correlation

The following standards are addressed in this module.

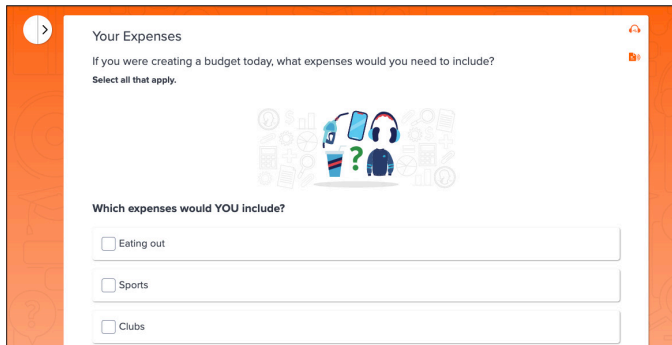
[National Standards for Personal Financial Education](#) from the Council for Economic Education and Jump\$tart Coalition for Personal Financial Literacy

- II. Spending 4-5 Price, spending choices of others, peer pressure, and advertising about a product or service can influence purchase decisions
- II. Spending 8-2 Making an informed purchase decision requires a consumer to critically evaluate price, product claims, and quality information from a variety of sources
- II. Spending 12-2 Consumer decisions are influenced by the price of products or services, the price of alternatives, the consumer’s budget and preferences, and potential impact on the environment, society, and economy
- II. Spending 12-9 Having an organized system for keeping track of spending, saving, and investing makes it easier to make financial decisions

- III. Saving 4-1 When people save money, they are choosing not to spend money today to be able to buy something in the future
- III. Saving 4-3 People differ in their values and attitudes about saving
- III. Saving 12-8 People can reduce the potential for future financial strife with a partner or spouse by sharing personal financial information, goals, and values prior to combining finances
- III. Saving 12-9 There are many strategies that can help people manage psychological, emotional, and external obstacles to saving, including automated saving plans, employer matches, and avoiding personal triggers

[National Standards for Business Education](#) from the National Business Education Association

- Personal Finance I.1.11 Examine the impact of advertising, peer pressure, and family history on personal financial decisions
- Personal Finance VI.1.7 Identify new and emerging methods of transferring money (e.g., PayPal, Zelle, Venmo, ApplePay, GooglePay) and how they affect financial institutions



Topic 4 Budgeting for Success

[Launch the Module](#)

Overview

How does developing a budget help you manage your money? Is one way of budgeting better than another? Students examine why budgeting is important and learn about different approaches to budgeting, including traditional category-based budgeting, simplified 50-30-20 budgets, and how technology can make budgeting easier. Students also consider how a teen's budget might compare to those of an adult and/or family.

Key Learning Objectives

Students will be able to:

- Explain more than one method of budgeting.
- Differentiate between fixed and variable expenses.
- Describe typical teen budget categories.

Setting the Stage

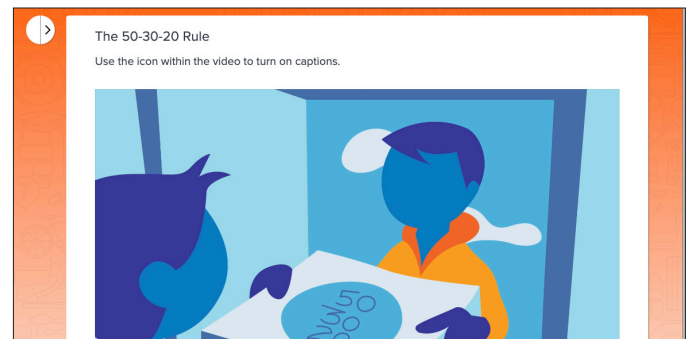
Engage students before the module with one or more of these questions:

- What do you think about when you hear the term “budget?”
- If you had to write down the last ten things you spent money on, how easy or hard would it be for you to do it? How accurate would your list be?

Section-by-Section Educator Tips

• Prepare:

- **Budgeting for Success:** The module with an introduction to budgets. Students learn that money coming in is called income and money going out is called expenses. Ask students to provide examples of different sources of income and expenses.
- **Budget or Spending Plan:** Students consider the difference between using the term budget or spending plan. Provide a comparison to which students might relate: diets versus eating plans. Which do they prefer? Is one different from the other? How are diets and eating plans similar to budgets and spending plans?
- **Show What You Know:** The pre-test consists of three questions. Students have one opportunity to answer each question correctly. Feedback is provided for both correct and incorrect answers. If using the module in a classroom setting, consider having students vote on answers or call on different students for each question. The correct answer is visible once an answer is submitted.



• Learn:

- **A Traditional Budget:** Students review a traditional budget with categories for income and expenses, and learn the difference between fixed and variable expenses. Provide examples of expenses, and challenge students to categorize each as fixed or variable.

Examples might include a cell phone bill, subscription to a gaming service, haircuts, pedicures, club dues, snacks and eating out, and insurance premiums.

- **Common Expenses:** Five common budget categories are explored: housing, food, transportation, entertainment, and savings. Invite students to name other expense categories they could imagine including on a budget.
- **Your Expenses:** Twelve common expenses for teens are listed. Students are asked to select which expenses they would include on a budget. Once students make their selections, challenge them to sketch a pie chart showing what percentage of their budget would go to each expense. If they would have other expenses, encourage them to include those, as well.
- **The 50-30-20 Rule:** The 50-30-20 method of budgeting is a simpler approach to creating a budget and one that many experts now recommend, especially for beginners. Invite students to consider the list of expenses and the pie chart they created previously. How well do their percentages line up with those of a 50-30-20 budget? What changes might they need to consider in their budget to make it “fit” a 50-30-20 model?
- **Budgeting Tools:** Students consider additional methods for budgeting, including the envelope method and other ways of tracking expenses. Ask students which method they would prefer and why.

- **Reflect**

- Students are asked to rank how strongly they agree or disagree with the following statement: I know how to create a budget I can use. Did more students agree with the statement after completing the module than before? If students still disagree at the end, ask them what they still need to know in order to agree with the statement.

Not quite, give it another try

Try Again

Skip and continue to the next question.

- **Challenge**

- There are five post-test questions for this module. Students are encouraged to review the information in each section, if needed, before beginning the post-test.
- Students will encounter a variety of question types including multiple choice, classification, matching, and true/false.
- For each question, students have two opportunities to answer correctly. Full credit is given for correct answers on the first try. The total number of available points in this module’s post-test is 80. If students answer incorrectly, they are given an opportunity to try again or skip and continue to the next question. No additional points are given to students who either do not retry the question or retry the question and still answer incorrectly. Partial credit is given for students who correctly answer a portion of a multi-part question or who give the correct answer on a second try.

Interactive Student Capture Sheets

[The Unit 1 Interactive Student Capture Sheets](#) contain prompts, reflection opportunities, graphic organizers, and more. They are provided in Google Slides and offer a way for students to capture their notes while progressing through each of the self-paced modules. Additionally, they can serve as a means of assessing student progress and comprehension. Below are the prompts included for this topic:

- What’s the first thing you think of when you hear the term “budget?” (Slide 24)
- Some people prefer to use the term “budget” while others like “spending plan” better. What are some

of the pros and cons of each choice? Which do you prefer and why? (Slide 24)

- List examples of expenses you have now or can imagine having in the future that fall into each category: fixed expenses, variable expenses. (Slide 25)
- In your own words, what's the difference between a fixed and a variable expense? (Slide 25)
- Do you have a budget or other method of tracking how you spend your money? If so, describe it. If not, do you think one would be helpful? Explain. (Slide 25)
- People's budget categories often change as they get older. What categories can you imagine in a teen's budget versus those of an adult or family? (Slide 26)
- Label the pie chart below with the components of a 50-30-20 budget. What does each section represent? Describe each "piece of the pie" in your own words. (Slide 26)
- Corresponding to the module's animation, [Budgeting for Success](#), students watch the video once with the sound off and then again with it on. They take notes each time and compare the two. If your school has access to the [Discovery Education](#) platform, you can assign a version of this activity within [Studio](#). (Slide 27)
- Summarize key characteristics of each budgeting strategy, term, or tool and why people choose to use each: traditional budgeting, 50-30-20 rule, zero-based budgeting, envelope method, spreadsheets, and budgeting apps. (Slide 28)
- In this module, you learned about a variety of ways to budget or establish a spending plan. Do you expect to track your income and expenses in the future? What approach(es) do you expect to take and why? If not, how will you make sure you don't spend more than you earn? (Slide 29)
- Consider the learning objectives for this module. How do you feel about each one after completing

it? (Slide 30)

- I can explain more than one method of budgeting.
- I can differentiate between fixed and variable expenses.
- I am able to describe typical teen budget categories.
- I understand the steps involved in developing a budget, including identifying sources of income and the cost of fixed and variable expenses.

Extending the Module

Once students complete the module, consider one or more of these extension activities:

- Reinforce student's understanding of the different methods of budgeting by developing a chart to compare the options, including standard category-based budgets, a 50-30-20 budget, and envelope budgeting.
- Invite students to play the role of financial counselor using the [Budgeting Dilemmas](#) classroom activity. Students will work in groups to identify issues and present solutions for the budgets of fictional clients.
- There are many apps that can make budgeting easier. Invite students to research and compare tools such as [Empower](#), [Every Dollar](#), [Good Budget](#), [Mint](#), [Pocket Guard](#), and [YNAB \(You Need a Budget\)](#). Challenge students to consider the benefits and tradeoffs of each app and which one(s) they might recommend.

Standards Correlation

The following standards are addressed in this module.

National Standards for Personal Financial Education

from the Council for Economic Education and Jump\$tart Coalition for Personal Financial Literacy

- II. Spending 8-1 Creating a budget can help people make informed choices about spending, saving, and managing money in order to achieve financial goals
- II. Spending 12-1 A budget helps people achieve their financial goals by allocating income to necessary and desired spending, saving, and philanthropy
- II. Spending 12-2 Consumer decisions are influenced by the price of products or services, the price of alternatives, the consumer's budget and preferences, and potential impact on the environment, society, and economy
- II. Spending 12-9 Having an organized system for keeping track of spending, saving, and investing makes it easier to make financial decisions

National Standards for Business Education from the National Business Education Association

- Personal Finance I.1.1 Define and give examples of economic wants
- Personal Finance I.1.2 Explain how every individual defines wants and needs differently
- Personal Finance III.1.4 Define fixed and variable expenses
- Personal Finance III.1.5 Categorize expenses as fixed or variable
- Personal Finance III.1.6 Classify periodic expenses as fixed or variable
- Personal Finance III.1.7 Determine discretionary income in a spending plan
- Personal Finance III.1.8 Evaluate a personal spending plan for consumer spending to determine individual financial goals



Topic 5 Spending Wisely

[Launch the Module](#)

Overview

What should you think about before making a purchase? Students examine factors that influence people's spending decisions (affordability, price, durability, etc.) and how technology allows consumers to make more informed choices.

Key Learning Objectives

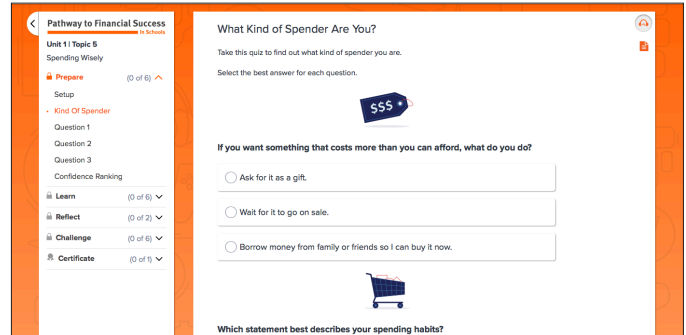
Students will be able to:

- name factors that influence their spending decisions.
- cite examples of steps they can take to make more informed spending decisions.

Setting the Stage

Engage students before the module with one or more of these questions:

- When have you spent money recently? Did you think about your spending choice before you made it?
- Are there some spending choices that you would think about more than others?
- What influences you to spend more money? Less money?



Section-by-Section Educator Tips

• Prepare:

- **What Kind of Spender Are You?:** Students are asked five questions about their spending habits. Based on their responses, they will be assigned to one of the following spender “types”:
 - **Cautious Spender:** You like a bargain and are careful about how you spend your money.
 - **Wise Spender:** You make smart choices most of the time with your money.
 - **Status Spender:** Be careful. It is important to think about your purchases before you make them and exercise self-control.
 - **Unpredictable Spender:** Sometimes you like a bargain, and sometimes you overspend. It is important to think about your purchases before you make them and exercise self-control.
- **Show What You Know:** The pre-test consists of three questions. Students have one opportunity to answer each question correctly. Feedback is provided for both correct and incorrect answers. If using the module in a classroom setting, consider having students vote on answers or call on different students for each question. The correct answer is visible once an answer is submitted.

• Learn:

- **Think Before You Spend:** Students learn the reasons why it is important to think before

spending. These include avoiding debt and saving money by comparison shopping. Challenge students to explain what it means to avoid debt and why it is important to do so.

- **What You're Buying:** The importance of considering a product's affordability, price, and durability are explained. Offer students an example of a major purchase decision such as a new phone or gaming system. How would each of these factors influence their buying decision? How might durability be more of a factor for some items than others?
- **Why You're Buying:** Students explore reasons people buy what they do: because they want to fulfill a need, and peer pressure. A statistic is shared: "Teens spend more on food than anything else." This finding comes from research by Piper Jaffray, a firm that has surveyed teens for the past 35 years¹. Ask students how they spend their money. Do they find themselves spending more on needs or wants? What role does peer pressure play in their spending decisions?
- **Your Influences:** Students are asked to rank five factors that influence spending based on how they impact their own choices. Discuss student responses and any trends you notice.
- **Smarter Shopping:** Three ways to use technology to make smarter spending choices are discussed. Ask students if they have ever compared prices using an app or checked prices online for an item before buying it at a store. What apps have they used?
- **Bigger Decisions:** Students sort buying decisions according to the amount of time they would spend on each. Compare student responses. What other decisions would they spend a lot of time making?

• **Reflect:**

- Students are asked to rank how strongly they agree or disagree with the following statement: I know strategies to help me make good spending decisions. Did more students agree with the statement after completing the module than before? If students still disagree at the end, ask them what they need to know in order to agree with the statement.

Not quite, give it another try

Try Again

Skip and continue to the next question.

• **Challenge:**

- There are five post-test questions for this module. Students are encouraged to review the information in each section, if needed, before beginning the post-test.
- Students will encounter a variety of question types including multiple choice, fill in the blank, matching, and ordering.
- For each question, students have two opportunities to answer correctly. Full credit is given for correct answers on the first try. The total number of available points in this module's post-test is 60. If students answer incorrectly, they are given an opportunity to try again or skip and continue to the next question. No additional points are given to students who either do not retry the question or retry the question and still answer incorrectly. Partial credit is given for students who correctly answer a portion of a multi-part question or who give the correct answer on a second try.

¹ [Piper Jaffray, Taking Stock with Teens®](#)

Interactive Student Capture Sheets

- Track your answers to the What Kind of Spender Are You quiz at the beginning of the module. Are you happy with your answers, or is there something you want to change? (Slide 31)
- What was your result on the What Kind of Spender Are You quiz? Do you agree or disagree with it? Why? (Slide 31)
- Corresponding to the module's animation, [Think Before You Spend](#), students complete a graphic organizer with the AEIOU acronym. If your school has access to the [Discovery Education](#) platform, you can assign a version of this activity within [Studio](#). (Slide 32)
 - A for an adjective describing what they saw
 - E for an emotion the video made them feel
 - I for something they find interesting
 - O for something that surprises them or makes them say, "Oh!"
 - U for "Um?"—a question they have
- For each factor below (affordability, price, and durability), list a question you might ask yourself before making a purchase and explain why the factor is important to consider. (Slide 33)
- Think about three things you have purchased. What influenced your spending decision? Was it just something you wanted? Did you need it? Did you feel pressure to purchase it? Did you see it advertised? (Slide 33)
- Technology puts information and tools at your fingertips so you can be a smarter shopper. Identify two apps, websites, or other tools for each category (price comparison, online coupons or discount codes, and consumer reviews and ratings). What are the main features of each? (Slide 34)
- In this module, you learned about ways to spend wisely. Consider a purchase you can see yourself making in the future and describe how you could apply what you have learned. (Slide 35)

- Consider the learning objectives for this module. How do you feel about each one after completing it? (Slide 35)
 - I can name factors that influence my spending decisions.
 - I can cite examples of steps I can take to make more informed spending decisions.

Extending the Module

Once students complete the module, consider one or more of these extension activities:

- Invite students to track their spending decisions for one week. Which choices did they make quickly? Did they spend more time on others? Which spending choices fulfilled a need? Did anything influence their spending choices?
- Technology can help people make better spending decisions. Invite students to research comparison shopping tools such as [Honey](#), [Price](#), [RetailMeNot](#), and [Shop Savvy](#). How do these compare with apps for specific retailers such as Amazon, Target, and Walmart that allow users to scan items or find discounts?
- Challenge students to consider a large purchase they might make in the future. What steps will they take to make the most informed choice possible?
- Talk to students about the downside of overthinking a spending decision. When comparison shopping, how many options should you consider? Is a certain number too many? Can you think about your spending choices too much? What happens when you do?

Standards Correlation

The following standard from the Council on Economic Education's [National Standards in Financial Literacy](#) are addressed in this self-paced module:

- II. Buying Goods and Services: When buying a good, consumers may consider various aspects of the product including the product's features

For goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs

The following standards are addressed in this module

[National Standards for Personal Financial Education](#)

from the Council for Economic Education and Jump\$tart Coalition for Personal Financial Literacy

- II. Spending 4-4 Purchasing decisions have costs and benefits that can be different for different people
- II. Spending 4-5 Price, spending choices of others, peer pressure, and advertising about a product or service can influence purchase decisions
- II. Spending 8-2 Making an informed purchase decision requires a consumer to critically evaluate price, product claims, and quality information from a variety of sources
- II. Spending 8-3 When evaluating information about goods and services, a consumer can better assess the quality and usefulness of the information by understanding the incentives of the information provider
- II. Spending 12-3 When purchasing a good that is expected to be used for a long time, consumers consider the product's durability, maintenance costs, and various product features
- II. Spending 12-4 Consumers may be influenced by how prices of goods and services are advertised, and whether prices are fixed or negotiable
- II. Spending 12-5 Consumers incur costs and realize benefits when searching for information related to the purchase of goods and services

[National Standards for Business Education](#) from the

National Business Education Association

- Personal Finance I.1.5 Recognize the consequences of economic choices
- Personal Finance I.1.6 Differentiate between types of decisions and identify those for which a formal decision-making process should be used

- Personal Finance I.1.11 Examine the impact of advertising, peer pressure, and family history on personal financial decisions
- Personal Finance V.1.3 Apply comparison shopping practices
- Personal Finance V.1.4 Identify alternative sources for purchases (e.g., e-mails, websites, retail stores, and catalogs)
- Personal Finance V.1.8 Use reliable consumer resources to collect information for making buying decisions about durable and nondurable goods

Classroom Activities

This unit includes two hands-on classroom activities. The first is in Topic 1: Imagining Your Financial Future, and the second is in Topic 4: Budgeting for Success. Below are brief descriptions of each activity, along with the learning objectives and the applicable national standards.

Topic 1 From Dream to Reality

[Go to Activity](#)

Overview

What does your future look like? How will you reach your goals? Students will develop a personal vision board that represents their future. They will consider their future careers, families, and lifestyles, and develop action plans to achieve their goals.

Learning Objectives

Students will:

- identify long-term personal goals, including those related to career, family, and lifestyle.
- explain how they will realistically accomplish these goals.

Standards Correlation

[National Standards for Personal Financial Education](#)

from the Council for Economic Education and Jump\$tart Coalition for Personal Financial Literacy

- I. Spending 4-1 People differ in their preferences, priorities, and resources available for consuming goods and services
- I. Spending 4-2 Money can be spent to increase one's own or another individual's personal satisfaction or to share the cost of goods and services
- II. Saving 4-3 People differ in their values and attitudes about saving

- II. Saving 12-8 People can reduce the potential for future financial strife with a partner or spouse by sharing personal financial information, goals, and values prior to combining finances

[National Standards for Business Education](#) from the National Business Education Association

- Personal Finance I.1.1 Define and give examples of economic wants
- Personal Finance III.1.1 Identify examples of short-term and long-term goals

Interactive Student Capture Sheets

[The Unit 1 Interactive Student Capture Sheets](#) include the student capture sheets from this activity (slides 8 and 10). In addition, students can use slide 9 to create digital versions of their vision boards.

Topic 4 Budgeting Dilemmas

[Go to Activity](#)

Overview

What expenses will you have in the future and how much will they cost? How does developing a budget help you manage your money? After learning what makes up a budget, student “financial counselor” groups will identify issues and present solutions for the budgets of fictional clients. Then they will share recommendations with the class and offer feedback to other groups.

- Personal Finance III.1.5 Categorize expenses as fixed or variable
- Personal Finance III.1.6 Classify periodic expenses as fixed or variable
- Personal Finance III.1.7 Determine discretionary income in a spending plan
- Personal Finance III.1.8 Evaluate a personal spending plan for consumer spending to determine individual financial goals
- Personal Finance III.1.9 Construct and apply a personal spending/savings plan and evaluate it according to short- and long-term goals

Learning Objectives

Students will:

- **understand** the steps involved in developing a budget, including identifying sources of income and the cost of fixed and variable expenses.
- apply their understanding of budgets to critique the budget of another person.
- evaluate the budget recommendations of their peers.

Interactive Student Capture Sheets

The [Unit 1 Interactive Student Capture Sheets](#) do not include the student capture sheets from this activity. These capture sheets are dependent on the other materials in the activity and cannot be used in isolation.

Standards Correlation

[National Standards for Personal Financial Education](#)

from the Council for Economic Education and Jump\$tart Coalition for Personal Financial Literacy

- II. Spending 8-1 Creating a budget can help people make informed choices about spending, saving, and managing money in order to achieve financial goals
- II. Spending 12-1 A budget helps people achieve their financial goals by allocating income to necessary and desired spending, saving, and philanthropy

[National Standards for Business Education](#) from the National Business Education Association

- Personal Finance III.1.4 Define fixed and variable expenses






Family Connection

A Family Connection accompanies each high school unit in the Pathway to Financial Success in Schools program. Each one features an overview of the unit along with conversation starters and activities the family can do to reinforce the unit's lessons. This unit's family connection is [Parents as Financial Role Models](#). It offers prompts related to how family members learned to manage money, tracking household spending, and money being a taboo topic in many families. Families are encouraged to make household finances visible, set family savings goals, and talk about the impact of social media on spending habits. Additional resources are also provided to further help parents and guardians.








Additional Units

This is the first of eight high school units in the [Pathway to Financial Success in Schools](#) program. Each one features self-paced modules, interactive student capture sheets, classroom activities, and a family connection. Consider opportunities to use these other resources in your unit or course. Please see the [Pathway to Financial Success High School Educator Program Guide](#) for additional program details.









High School Program-at-a-Glance

 Educator Unit Guide
  Interactive Student Capture Sheets
  Family Connection
  Self-Paced Module
  Classroom Activity








Unit 1: Being Financially Responsible

1.1 Imagining Your Financial Future  	1.2 Setting SMART Financial Goals 	1.3 Examining Money Habits 	1.4 Budgeting for Success  	1.5 Spending Wisely 
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Unit 2: Using Financial Services

2.1 Understanding Financial Institutions 	2.2 Deciding Where and How to Bank 	2.3 Opening New Accounts  	2.4 Using Mobile Banking  	2.5 Making Everyday Purchases  
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Unit 3: Financing Your Future

3.1 Exploring Earning Potential 	3.2 Weighing Your Career Options 	3.3 Choosing Your Path after High School 	3.4 Financing Higher Education  	3.5 Understanding Education Financing Options  
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Unit 4: Getting Paid

4.1 Preparing for Work  	4.2 Calculating Different Types of Pay  	4.3 Comparing Job Offers 	4.4 Paying Taxes 	4.5 Creating Your Own Job 
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Unit 5: Paying Yourself First

5.1 Deciding to Save Money  	5.2 Setting Savings Goals 	5.3 Finding Money to Save  	5.4 Growing Savings Through Interest 	5.5 Choosing a Savings Method 
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Unit 6: Using Credit Wisely

6.1 Understanding Credit  	6.2 Deciding When to Use Credit 	6.3 Checking Your Credit Report 	6.4 Improving Your Credit Score  	6.5 Managing Debt  
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Unit 7: Making Major Financial Decisions

7.1 Paying for a Vehicle 	7.2 Renting or Buying a Home 	7.3 Understanding Insurance  	7.4 Choosing an Insurance Plan 	7.5 Understanding Your Consumer Rights  
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Unit 8: Growing and Protecting Your Finances

8.1 Understanding Investing Options 	8.2 Building a Diversified Portfolio  	8.3 Making Charitable Donations 	8.4 Avoiding Financial Fraud 	8.5 Getting Help with Financial Decisions  
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Key Terms

Action plan

Defines a goal or target, resources needed to achieve the goal, steps to be taken, and a timeline

Budget

Shows the sources of people's income as well as their expenses

Financial counselors

People who help clients develop budgets and make wise financial decisions

Fixed expenses

Expenses that are usually the same every month

Goals

Object of a person's ambition; an aim or desired result

Money habits

Things you do—often without even thinking about them—that involve your money

Variable expenses

Expenses that are usually different from one month to another

Vision board

Tool used to help establish and maintain focus on life goals