

FINANCIAL LITERACY LESSON PLAN
5E Instructional model, <http://sd54.org/science/5es/>

GRADE: __6-8 (written for 7th) _____
SUBJECT: __ Social Studies _____
UNIT/LESSON TOPIC: __Mindful Spending_____

College- and Career Readiness Standards —

Grades 6-8 Social Studies Indicators:

• **Economics**

- Explain how economic decisions affect the well-being of individuals, businesses, and society.

Standards:

SS.7.7 --summarize and give examples of basic economic terms (e.g., barter, supply, demand, trade, interdependence, currency and scarcity)

SS.7.8--differentiate between goods and services

Financial Literacy Content Objective: Earning income, buying goods and services, saving, and using credit

1. Engage:

Students will be asked how much money they think it would take to pay for all of their expenses for a week. We will briefly discuss this as a class and explore the things they believe are important.

2. Explore:

Students will be given a budget of \$500.00 and will be asked to decide what they would spend the money on knowing that it has to last them for 2 weeks. They will be allowed to work in pairs or small groups to figure out where the money should be spent. The students will be given the remainder of the class period to work on their list of expenses. Students will be given a list of sources they can consult about how much different items and services cost. They will be allowed to use their laptop to research prices. On the 2nd day we will make a list on the board of the different items they decided to spend their money on and talk about why they feel that these expenses are important.

We will also discuss what they think they should do if they don't have enough money or what they should do with any money that they have left over.

3. Explain:

As a class, students will be asked to explain what expenses they left off of their list and why these were not important. They will also be asked what they could cut out in order to afford other items/services. They will then be asked to write about what they feel and the necessary services/good that they need to pay for and why. They will then write about the secondary services and goods and explain how and why these should be purchased.

4. Elaborate/Extension:

Over the course of the next week students will be asked to track their spending and account for what they have spent. They will not only need to label the expenditures as primary or secondary expenses, they will also be asked to account for the income they used to make these purchases.

5. Evaluate:

During the activities the teacher will walk around the room and continue to check for understanding and the application of skills and ideas. At the end of the week students will turn in their expense trackers and we will discuss as a class how having to track and justify their spending made a difference in the manner in which they spend the money. We will also discuss how this idea and process evolves and changes as they become older and have more responsibilities.