



**Iowa 4-H After School Program**  
***Consumer and Management, Lesson Plan***  
**Eight, 25-30 minute sessions**

**Grades:** 5th-6th

**Optimum Group Size:** 10-12

**Supplies Needed:** (See lesson plans)

**Curriculum to order from Iowa State University Extension**

**Reference Resources**

- Financial Champions: Personal Finance Helper's Guide, 4HCCS BU-07712 2002
- Financial Champions: Money Fun-damentals, 4HCCS BU-07710-2002
- Financial Champions: Money Moves, 4HCCS BU-07711 2002

**Physical Setting:** Classroom

- Shopping center such as a mall or local retail stores for field trip.

**Life Skills Addressed:**

- Making decisions
- Communication
- Wise use of resources
- Marketable skills
- Learning to learn

**Indicator** (What is the one thing the child should get out of each lesson?):

- Lesson 1 and 2-Understand personal beliefs about using money.
- Lesson 3-Clearly state thoughts, feelings, and ideas to others.
- Lesson 4-Identify S.M.A.R.T. financial goals for self.
- Lesson 5-Identify how spend money and save money.
- Lesson 6-Be able to identify how advertising can be used to affect purchases.
- Lesson 7-Be able to correctly write and record checks and deposits.
- Lesson 8-Generate a list of income sources and expenses.

**Content Objective:**

Lesson 1 and 2	Identify characteristics of money personality. Identify personal needs and wants.
Lesson 3	Identify reasons people disagree about money. Identify that "I" statements are an effective way to communicate feelings clearly.
Lesson 4	Identify S.M.A.R.T. financial goals for self.
Lesson 5	Create a budget as a method to track income and expenses.
Lesson 6	Evaluate advertising and how to use it to make better purchases.
Lesson 7	Be able to correctly write a check and deposit slip.
Lesson 8	Evaluate personal use of money.

**Related School Standards and Benchmarks:**

- National Academic Standards for Family and Consumer Sciences Education  
Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
- National Academic Standards for Economics  
Productive resources are limited. People cannot have all the goods and services they want; as a result they must choose some things and give up others.
- National Academic Standards for Personal Finance  
Money Management
  - Choices have consequences
  - Compare benefits and costs of alternatives
  - Short term financial goals
  - Intermediate financial goals
  - Long term financial goals
  - Income is payment for productive resources

<b>Time Allotment</b>	<b>Activity</b>	<b>Supplies</b>
<b>DAY 1</b>		
10 minutes	p. 29-Helper’s Guide-Puzzle Partners	Play money cut into pairs of puzzles that match.
15 minutes	p. 2-4 Money Fundamentals-Your Money Personality (Read aloud; define words) p. 5 Money Fundamentals-Talk it Over (adapt questions to this age group)	Personality Profile p. 3 Meet the Financial Families p. 4
<b>DAY 2</b>		
10 minutes	p. 29 Helper’s Guide-The Price is Right	Play money \$10 or \$20 bills.
20 minutes	p. 6-7 Money Fundamentals-Background on needs and wants. p. 8 Money Fundamentals-Exploring Needs and Wants and A Portrait of Me. p. 9 Talk it Over	1 poster board/youth magazines, scissors newspapers, glue, and markers.
<b>Day 3</b>		
5 minutes	p. 29 Helper’s Guide-Price is Right this time using money to identify needs.	Play money \$10 or \$20.
8 minutes	p. 10-11 Money Fundamentals-Reasons Why We Disagree; Real Life Scenarios (Adapt scenarios as needed)  *You may want to do this as a large group reading through the scenarios and having students respond to chart or do in small groups and have share with all after assess 2-3 scenarios.	Flip chart and marker or chalk board for scenarios.
5 minutes	p. 15 Money Fundamentals-Background information on “I” statements	
5 minutes	p. 17 Money Fundamentals-Using “I”	Refer to p. 17

<b>Time Allotment</b>	<b>Activity</b>	<b>Supplies</b>
	statements.	
7 minutes	Role Plays-Have students role-play their “I” statement scenario in pairs.	Note if students are uncomfortable sharing their own scenario you may use the scenarios on p. 18 in the Champions Challenge.
<b>Day 4</b>		
10 minutes	p. 30 Helper’s Guide-Glossary Games using terms: goal setting, short-term goals, long term goals	Two colors of index cards.
5 minutes	p. 19 Money Fundamentals-Review background information on goals. Share the steps of goal setting (S.M.A.R.T.).	
10 minutes	p. 20 Money Fundamentals-S.M.A.R.T. Goals *Encourage youth to focus on financial goals.	S.M.A.R.T. Goals p.20
5 minutes	p. 21 Talk it Over	
<b>Day 5</b>		
5 minutes	p. 22 Money Fundamentals-Background information relating to budgets	
10 minutes	p. 23 Money Fundamentals-chart your income and expenses	Refer to p. 23
5 minutes	Money Fundamentals-Challenge youth to make a money journal and track spending for remaining sessions (Adapt p. 23 and 24)	
10 minutes	p. 25 Money Fundamentals-Talk it Over	
<b>Day 6</b>		
10 minutes	p. 9 Helper’s Guide-Engage youth in discussion using questions on p. 9 in the turquoise box. (pre-assign the night before so youth have time to view commercials and magazines)	
5 minutes	p. 25 Money Moves-Background information on the Ad Game	
20 minutes	p. 26-Money Moves-Are you Ad Savvy? p. 27-Talk it Over	Magazines, newspaper, Internet access. Score sheet on p. 26.  May want to do in small groups and then share in large group.
<b>Day 7</b>		
10 minutes warm up (Optional)	p. 29 Helper’s Guide-Freeze Frame (Have youth act out skits that relate to ways youth deal with money)	

<b>Time Allotment</b>	<b>Activity</b>	<b>Supplies</b>
20 minutes	p. 15-20 Money Moves-Background and practice with deposit slip, check register, and writing a check.	Refer to p. 19-20
5 minutes	p. 21 Money Moves-Talk it Over	
<b>Day 8</b>		
10 minutes	p. 27 Helper's Guide-Money In, Money Out Brainstorm	Flip chart and marker or chalk board.
10 minutes	p. 27 Helper's Guide, Diary Discussion  *Remind students throughout week to track progress and to bring journals with them to share the night before this activity.	Flip chart and marker or chalk board for tracking key points of discussion. You could do this in small groups and then have students report back.
20 minutes	p. 27 Helper's Guide Allowance Game	Download game from web site listed on p. 27, 20 beans/coins or chips per student.
<b>Additional Activity</b>		
	p. 31 Money Moves, Shop 'Til You Drop	Transportation Refer to p. 32 Calculator Pencil/pen Computer and Print Ads
OR	p. 19 Helper's Guide Shopping Cents Field Trip	Transportation Shopping Cents activity p. 21-23, pen or pencil and calculator

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