



**Iowa 4-H After School Program**  
***Consumer and Management, Lesson Plan***  
**Eight, 60 minute sessions**

**Grades:** 7th-8th

**Optimum Group Size:** 16

**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.
- Banking institution as a field trip.

**Life Skills Addressed:**

- Making decisions
- Communication
- Accepting differences
- 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-Understand personal beliefs about using money.
- Lesson 2-Clearly state thoughts, feelings, and ideas to others.
- Lesson 3-Identify S.M.A.R.T. financial goals for self.
- Lesson 4-Be able to identify how advertising can be used to affect purchases.
- Lesson 5-Identify ways of handling money.
- Lesson 6-Identify cost of using credit.
- 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 Identify characteristics of money personality.  
Identify personal needs and wants.
- Lesson 2 Identify reasons people disagree about money.  
Identify that “I” statements are an effective way to communicate feelings clearly
- Lesson 3 Identify S.M.A.R.T. financial goals for self.  
Create a budget as a method to track income and expenses.
- Lesson 4 Evaluate advertising and how to use it to make better purchases.
- Lesson 5 Identify ways of handling money.  
Understanding how to calculate interest and evaluate savings plans.
- Lesson 6 Form opinions about debt, credit, and loans.  
Identify advantages and disadvantages of credit card use.
- Lesson 7 Be able to correctly write a check and deposit slip.  
Evaluate differences in financial services.
- 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-The Price is Right	Play money \$10 or \$20 bills
15 minutes	p. 2-4 Money Fundamentals-Your Money Personality p. 5 Money Fundamentals-Talk it Over	Personality Profile p. 3 Meet the Financial Families p. 4
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 and newspapers, scissors, glue, markers.
15 minutes	p. 30 Helper’s Guide-Glossary Games use terms: money motivators, stereotypes, personality profile, needs, wants, hierarchy, values, and generic brand.	Two colors of index cards.

<b>Time Allotment</b>	<b>Activity</b>	<b>Supplies</b>
<b>DAY 2</b>		
15 minutes	p. 29 Helper's Guide-Financial Popping Use terms: goals, money motivators, attentive listening, nonverbal behavior.  Share with youth these words represent the concepts about money they are going to learn today.	*As youth do this activity, you may want to have the correct words on the board or flip chart so they have an idea of what words they are trying to form.
10-15 minutes	p.10-11 Money Fundamentals-Reasons Why We Disagree; Real-Life Scenarios  You could also do this in small groups and have the small groups share with all after assessing 2-3 scenarios.	Flip chart and marker or chalk board for scenarios chart.
5 minutes	p. 15 Money Fundamentals-Background information on "I" statements.	
5 minutes	p. 17 Money Fundamentals-Using "I" statements.	Refer to p. 17
10 minutes	Role plays-Have students role-play their "I" statement scenario in pairs.	Note if students uncomfortable sharing their own scenario you may use the scenarios on p. 18 in the Champions Challenge.
10 minutes	p. 18 Talk It Over	
<b>DAY 3</b>		
10 minutes	p. 30 Helper's Guide-Glossary Games. Use terms: goal setting, short-term goals, intermediate 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	
5 minutes	p. 22 Money Fundamentals-Background relating budgets to meeting goals & defining expenses	
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 p. 24)	
10 minutes	p. 25 Money Fundamentals-Talk It Over	
<b>DAY 4</b>		
10 minutes	p. 9 Helper's Guide-Engage youth in discussion using questions on pg. 9-in the turquoise box.  Pre-assign the night before so youth have time to view commercials and magazines.	

<b>Time Allotment</b>	<b>Activity</b>	<b>Supplies</b>
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 p. 26 May want to do in small groups and then share in large groups.
20 minutes	p. 8-9 Helper's Guide-The activity.	p. 10 Helper's Guide-The Perfect Product, poster board and markers
5 minutes	p. 11 Helper's Guide-Talk It Over	
<b>DAY 5</b>		
10 minutes (optional warm up)	p. 29 Helper's Guide-Freeze Frame (have youth act out skits that relate to ways teens deal with money)	
10 minutes	p. 2 Money Moves-Taking Care of Your Money-review three ways we use money.  p. 3 Money Moves-Have youth list ways we "stash our cash".	Chalkboard or flip chart.
5 minutes	p. 4 Money Moves-Not Motor, But Money Vehicles Encourage youth to complete remaining unanswered questions on own.	
10 minutes	p. 6-7 Money Moves-Turning Cents into Dollars (Review formula for determining interest then have youth complete practice exercises in small groups).	Refer to page 7 Calculators Answers are on p. 38 of Helper's Guide.
10 minutes	p. 30 Helper's Guide, Glossary Games using terms: money market account, savings bond, mutual fund, simple interest, principal, stocks, savings account.	Two colors of index cards.
10 minutes	p. 9 Money Moves-State Capitol, Here I Come. (Do in small groups and discuss in large group)	Refer to page 9 Calculators
5 minutes	p. 10 Money Moves-Talk it Over	
<b>DAY 6</b>		
10 minutes	p. 30 Helper's Guide-Glossary Games using terms: credit, finance charge, APR, interest rate	Two colors of index cards
10 minutes	p. 12-13 Helper's Guide-Take a Stand  p. 13-Talking It Over	Masking tape, two signs to post on walls-Strongly Agree and Strongly Disagree. List of content statements.

<b>Time Allotment</b>	<b>Activity</b>	<b>Supplies</b>
5 minutes	p. 11-Money Moves-Charging Up; Review background information. Ask youth to identify advantages and disadvantages of using credit.	
15 minutes	p. 12-13 What does it really cost? p. 12-Buying a CD player p. 13-What does it really cost?	Use flip chart or chalkboard.  Note: You could do this in small groups and then get students back together to compare answers. Answer key may be found on p. 39 of the Leader Guide.
5 minutes	p. 14 Money Moves- Champions Challenge 2	
5 minutes	p. 14-Money Moves-Talk it Over	
<b>DAY 7</b>		
10 minutes	p. 31 Helper's Guide-Can of Squirms (for additional scenarios, have the youth write out some sticky situations they have been in or you can add some to the box)	Box with sticky situations.
15 minutes	p. 15-17 Money Moves-Check It Out. Review key concepts with youth.	p. 18 Tip Sheets
10 minutes	p. 19-20 Money Moves-Deposit slip, check registrar, and write a check practice	Refer to p. 19-20
5 minutes	p. 21 Money Moves-Talk it Over	
5 minutes	p. 22 Money Moves-More than Money-Review Key Concepts	
15 minutes	p. 23 Money Moves-Picking the Best p. 24 Talk it Over	Refer to p. 23 Telephone or visit a bank
<b>DAY 8</b>		
10 minutes	p. 33 Helper's Guide, Financial Planning Drama	Refer to script for students.
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	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>Time Allotment</b>	<b>Activity</b>	<b>Supplies</b>
10 minutes	p. 28 Helper's Guide, Talk it Over	
<b>Additional Activity-Field Trip</b>		
	p. 31 Money Moves, Shop 'Til You Drop	Transportation Refer to p. 32 Calculator Pen/pencil Computer and print ads
OR	p. 19, Helper's Guide, Shopping Cents Field Trip	Transportation Shopping Cents activity handout p. 21- 23, pen or pencil, calculator

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