



Life Skills: Money Management

Overview

The following lesson has been taken from the GenerationON curriculum called Be the Change. For a complete listing of curricula for all ages, please see www.childrenforchildren.org

Learning Goals

- Students will be introduced to the concept of budgeting money by throwing a benefit for a cause.
- Students will explore the principals of saving money and budgeting.
- Students will apply the knowledge and thinking skills of mathematics and business to address real-life scenarios and make informed decisions.
- Students will become more mathematically confident by applying mathematics in real-world settings.

Content Standards and Curriculum Alignment

This lesson on financial literacy aligns with math content for number and operations as well as data analysis. Students will use real life scenarios to organize finances and create budgets to manage cash flow.

Materials

- Event-Planning Scenario
- Pencil
- Paper
- Calculator
- Computer with internet connection

Warm Up: Let's Engage!

- Facilitator introduces the concept of budgeting by explaining to students that they should always have a plan for obtaining/earning money (income) before they make decisions about where and how to spend their money. Creating a budget teaches students to think long-term, rather than in the short term when it comes to their spending habits. Throwing a Bash - How much money might it cost to throw a party? Ask students to think about the last party they attended and brainstorm a list of items that they'll need to buy, then have students estimate the cost of the party.



Debrief: Why Does This Matter?

Managing money and personal credit history is one of life's most important skills.

- What does being able to afford something mean? Before you buy something, how can you be sure that you can afford it?
- Is it wise to spend as much money as you make? Is it smart to put money aside for savings?



- If you don't have enough money to cover expenses, how can you rethink the budget to help you cover the expense? Are there places that you can save?

Action: What Can I Do?

- Introduce students to the value of creating budgets and making smart financial choices by taking them through a scenario where they have to raise money and decide how much to spend.
- Have students work in pairs to read the scenario and highlight any important information that they'll need to create their budget. They can transfer the information they pull from the scenario to the chart below. Students may add any items not mentioned that they'd like to purchase at the bottom of the chart.

Reflection: How Does This Impact Me and Others?

Encourage students to reflect about today's theme, Managing Money, by answering the following questions:

- What are the habits of someone who manages a budget well?
- How can creating a budget help you to make smarter choices with your money?

Service Project

- Ask students to share what they have learned about creating and managing a budget with other young people. Students can hold a workshop for their peers to share information and strategies.
- Finally, students will need to research the cost of each item and look at how much money they are able to take in. Is there an opportunity for credit? What would be the best way to use a credit card?

Plan a Poetry Slam

Scenario-

Last week Kimberly and Akisha went to a concert. While they were there, they were asked to donate to an animal shelter to keep homeless animals cared for and well fed until they are adopted. Kimberly and Akisha were very interested, but didn't have any money.

After discussions with their parents about donating their own money, the girls decided to do something even bigger to raise even more money. So they talked to their teachers and principal about holding a fundraiser at school. They learned about Teachers' Aid Program (or TAP) grants at Children for Children.



The girls looked online and learned that they could apply for a grant for \$500. The grant application wasn't hard to fill out, so they quickly got to work. The principal, Ms. Bennett, agreed to the plan, and offered the school as a location for the event—with one condition.

"If you decide to hold this event at the school, it has to be educational for everyone involved." After discussing it with their English teacher, Mr. Zimmerman, the girls decided to hold a poetry slam.

"In class, we are reading the poems of Eduardo Johnson Ramos, why don't you write a letter asking if he'll come in and read some of his poems that night? Sometimes authors have a speaking fee, so let him know that this is a charity event. Maybe he'll reduce the fee since it's for a good cause," suggested Mr. Zimmerman.

After a phone call with Mr. Ramos, the girls learned that Mr. Ramos would charge them only \$100 for the night!

It was a great start and with the TAP grant the girls wondered if they could hold the event at a restaurant that was nicer than the school. It would cost them \$350 and would include the cost of food, but not beverages. The restaurant could hold 70 people. If they charged the guests \$5 each, they thought they might be able to afford it.

“Be the Change” NY

Money Management



Ch'Idren for Ch'Idren

As the girls excitedly began to plan the event, they realized that they needed to pull together a budget. Here’s what they think they need. Some information is in the scenario, the rest you find by doing some research to fill in the cost of each item. Don’t forget to multiply by the number of people, and add in a \$5 cover charge.

ITEM	COST	TOTAL
venue- school		
Venue- restaurant		
special guest		
tickets		
printing announcements		
DJ and sound system		
snacks		
beverages		
stage decorations		

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