

Lesson Plan

Lesson Title/Description: Do You Dream Green? What is Your Money Personality?	
	Time Allotted for this Lesson: 20 minutes
<p>Goals (i.e. Oregon financial literacy standards): 4.17 Analyze different buying choices and their opportunity costs while demonstrating the difference between needs and wants.</p>	<p>Objectives (What do they need to learn and how will you know if they learned it): Students will be able to identify different money personalities and the emotional connections people have to money. Students will also identify personal money habits and their own money personality. Additionally, students will discuss and share ways to balance their spending and saving habits. Through discussion and collaboration students will create a list of wants and needs helping each other to label ideas appropriately. Group discussion should include prioritizing needs verse wants and offer suggestions of ways they can meet personal needs and acquire their wants.</p>
<p>Biz Kids Episode: if only a small clip (or clips), include the beginning and end of time segments used: Episode 501, “What is Your Money Personality?” http://bizkids.com/season/season-5</p>	
<p>Materials/Equipment/Supplies/Technology/Preparation:</p> <ul style="list-style-type: none"> • Biz Kid video clip Introduction, Episode 501. “What’s Your Money Personality?” • Video hook ups, player • Biz Kid Worksheet Page 5, <u>Who Am I?</u> Copy as needed for each student • writing utensil • paper • whiteboard • dry erase pens 	
<ul style="list-style-type: none"> • Procedures: Step-by-step process explaining what will occur during the lesson (i.e. hook/attention-getter, student activities, etc.): • Introduction: 1-2 min. Today we will be learning about different money personalities and the emotional connections people have to money. You will identify some of your own money habits as well as your money personality. Additionally, we will discuss how to balance spending and saving. • Preview questions: 1-2 min. <ol style="list-style-type: none"> 1. Can somebody explain the difference between needs and wants? 2. What is a want? Let’s make a list of examples. 3. What is a need? Like-wise let’s make a list and compare them to our list of wants. 4. Consider for a moment how you use your money. Do you spend it as soon as you get it or do you save 	

it for a time before making a decision about what to spend it on?

5. How do your parents or guardians use money? Are they spenders or savers? Do you think your choices with money are influenced by their choices?

6. What circumstances may influence how you and others feel about money and how you use it?

- **Video Clip: 1-2 min.** Introduction, Episode 501, Season 5, 2012, "What is Your Money Personality?" <http://bizkids.com/season/season-5>

- **Discussion: 1-2 min.**

Can anybody identify the four Money Personalities from the video? Let's look at the handout and see what they are.

"O" = Oblivious. Spends money without any thought as to where it is coming from or where it is going.

"MS" = Money Star. Likes expensive items that are the newest, latest, and greatest.

"PWPF" = Penny-Wise Pound Foolish. Saves money carefully and does not want to spend it even on items or services that would be a good investment in meeting future goals.

"BK" = Biz Kid. Tracks spending and savings with a careful balance of the two. Know where their money goes and has goals for what they want to accomplish, what they value and what the costs of items are and when to buy them. (Biz Kids)

Handout: 1-2 min. Biz Kid worksheet, page 5, Who Am I?

With a partner, students look at, discuss, and fill out individual worksheets marking the first column with a symbol from the box to the right that best identifies one of the four money personalities. 2 min.

Now working independently, put an X beside the behaviors that describe your spending habits.

Reflection: 5-7 min. Interdisciplinary connection; Language Arts. Have students create a writing journal/log. Students will reflect on the worksheet they completed identifying their money personality. Students will also note how they acquire money or ways they could potentially earn money in the future. Students will then note their current spending and saving habits. Finally, students will identify three ways they can balance their spending and saving.

Closing discussion/activity: 2-3 min. Facilitate discussion about wants verses needs. Using the white board encourage students to help create a list of wants and needs. Once a collective list has been compiled. Review the list together, through discussion determine if any changes could be made, move items from one list to the other as needed.

Assessment/determining proficiency: Reflection: Interdisciplinary connection; Language Arts. Have students create a writing journal/log. Students will reflect on the worksheet they completed identifying their money personality. Students will also note how they acquire money or ways they could potentially earn money in the future. Students will then note their current spending and saving habits. Finally, students will identify three ways they can balance their spending and saving.