

OVERVIEW

If you were giving a birthday party for your friend, would you just throw it all together at the last minute? Of course not! You would decide on the goal (a great birthday party) and work backward to figure out everything you'd need to do to make it happen.

You should do exactly the same thing with your money. Many people spend, spend, spend, and then wonder why they're short of funds when it's time to pay the bills or why they never have the money for the things they really want. If they had set clear goals, created plans to achieve them, and worked the plans as faithfully as they watch their favorite TV shows, they'd be much less stressed and a whole lot happier.

Today's lesson will help you figure out your desired financial results and help you plan goals that will get you there.

LEARNING OUTCOMES

In this lesson students will set financial goals that are specific, measurable, attainable, relevant, and time-bound.

Along the way they will:

- Discuss how personal goals can be achieved through money goals.
- Explain how to write an effective financial goal.
- Discuss how to prioritize actions while working to achieve several goals at the same time.

Students will use what they learn to write personal financial goals for their spending, particularly for large purchases.

PREPARATION

- Order a Module 1 Student Guide for each student. (The Guide is also available online to download.)
- Preview the lesson PowerPoint presentation, learning tasks, and Module 1 Student Guide, particularly pages 13-19 and the Appendix.
- Print or download the Student Learning Guide and the student handouts for this lesson so each student has a copy.

WHAT YOU WILL NEED

- Module 1 Student Guide (pages 13-19)
- PowerPoint Presentation 1-2
- Student Learning Plan 1-2
- Activity 1.6: SMART Goal Makeover
- Task: SMART Goal Rework
- Challenge 1-A: My SMART Goals (Performance Assessment)

NOTES:

Approximate time: 45 minutes (minimum) – 90 minutes (with extension activities)

LEARNING TASKS	TEACHING NOTES	MATERIALS
<p>1. Brainstorm examples of big-ticket items teens might pay for while in high school and when transitioning into young adulthood.</p>	<p>PROCEDURE TIME ESTIMATE: 5 minutes</p> <p><input type="checkbox"/> [Slide 2] Display this slide as students brainstorm situations when a teen or young adult will purchase a big-ticket item (more than \$100) during the year and in near future years as a young adult. Guide students to quietly write for a minute to list their responses without a pause in writing.</p> <p><input type="checkbox"/> After a minute, arrange for students to share their lists either with a partner or as a whole class. Be prepared to use specific responses as examples throughout the lesson. Additional situations are listed in the Student Guide (page 14).</p> <p><input type="checkbox"/> [Slide 3] Transition into the lesson by previewing the Learning Outcomes in the Student Learning Plan. Point out that having financial goals can help to make personal goals a reality. Having personal financial goals, even small goals, can help students take some control over their current and future life situations.</p> <p>By the end of this lesson, your students should be able to write specific and measurable financial goals that are realistic for their current situations.</p>	<p>Module 1 Student Guide</p> <p>Student Learning Plan 1-2</p> <p>STUDENT GUIDE Page 14</p> <p>SLIDES 2 – Teen Spending 3 – Preview</p>
<p>2. Participate in a discussion about the consequences of NOT having goals.</p>	<p>PROCEDURE TIME: 10 min.</p> <p><input type="checkbox"/> [Slide 4] Display the Littrell quote as you lead a discussion about the value of establishing goals.</p> <p style="text-align: center;"><i>“Shoot for the moon. Even if you miss, you’ll land among stars.”</i> Musician Brian Littrell</p> <p><input type="checkbox"/> Point out that goal setting begins by identifying the desired end result. Use the party planning scenario as an example. (page 13)</p> <p><input type="checkbox"/> As time allows, invite students to consider the planning needed to prepare for a family trip or school travel event (individually for their own situation, whole group for the family trip planning). As information is shared, point out how a chain of events can be derailed if something is missing from the plan (or if there is no plan in place).</p>	<p>STUDENT GUIDE Pages 13-14</p> <p>SLIDE 4 – Littrell quote</p>

LEARNING TASKS	TEACHING NOTES	MATERIALS
<p>3. Help Michael and Selena write specific financial goals as you complete Activity 1.6: SMART Goal Makeover.</p>	<p style="text-align: right;">PROCEDURE TIME: 15 min.</p> <p><input type="checkbox"/> Guide students to read Michael’s and Selena’s goals (page 14). Ask the students if they think Selena or Michael will successfully achieve their goals and why.</p> <p><input type="checkbox"/> Use Slides 5-10 to introduce students to the SMART Goal model (page 15). Point out questions they might ask as they aim to write goals that are specific, measurable, attainable, relevant, and time-bound. Refer to Michael’s more specific goal to get new tires as an example, or select a different scenario to illustrate how the guiding questions are used to formulate a goal that is SMART.</p> <p><input type="checkbox"/> [Slide 11] Guide students to work with in pairs to complete Activity 1.6: SMART Goal Makeover (page 16). If time allows, arrange for each pair to share responses with another group.</p> <p>Answers will vary. Student should self and peer assess responses for evidence that makeovers are SMART.</p>	<p>STUDENT GUIDE Pages 14-16</p> <p>SLIDES 5 – SMART Goals 6 – Is the Goal Specific? 7 – Is the Goal Measurable? 8 – Is the Goal Attainable? 9 – Is the Goal Relevant? 10 – Is the Goal Time-Bound? 11 – Goal Makeover</p> <p>ACTIVITY 1.6: SMART Goal Makeover</p>
<p>4. So you’ve helped Selena and Michael create SMART goals, Let’s practice some more.</p> <p>Your teacher will give you a goal that is vague. Make it SMART by adding the missing details!</p>	<p style="text-align: right;">PROCEDURE TIME: 15 min.</p> <p><input type="checkbox"/> Students can do this on their own or in small groups. Provide each student with one of the following goal statements (or create your own statements that may be more relevant to your students’ lives). Guide students to use the questions on page 15 to add details to the assigned goal statements.</p> <ol style="list-style-type: none"> a. Save some money to buy a motorcycle b. Go on a white-water rafting trip this summer c. Go somewhere fun for Spring Break d. Buy a new gaming system e. Save money to buy a new smart phone <p><input type="checkbox"/> Guide students to analyze the different elements of the goal and add what is needed for each elements of the “SMART” acronym. Model one rewrite if that is helpful to get the students started.</p> <p>Note: Students will be able to create clearly defined goals if able to research accurate data from the Internet. For example: research the cost of a motorcycle, look up local spots for white-water rafting, or compare prices for Spring Break destinations.</p>	<p>STUDENT GUIDE Page 15</p> <p>SLIDE 12 – SMART Goals</p> <p>ACTIVITY Task: SMART Goal Rework</p> <p>PROPS Goal Statements</p>

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	<p><input type="checkbox"/> Arrange for students or groups to exchange goals to peer review the revised goals for completeness or missing elements.</p> <p>Example to model goal-writing process:</p> <p>Original goal: <i>To get a new pair of shoes.</i></p> <p>S= <i>What kind of shoes?</i> Possible answer: new pair of sneakers</p> <p>M= <i>How much are the shoes? How long do I have to save?</i> Possible answer: The shoes are \$69 but the sales guy told me they would go on sale next month at 20 percent off. So, I have one month to save if I want a cheaper price.</p> <p>A= <i>What resources do I have available to achieve the goal?</i> Possible answer: I can walk dogs, babysit, and mow lawns for my neighbors. I know I can earn at least \$20 a week.</p> <p>R= <i>Do I really need a new pair of shoes right now?</i> Possible answer: Yeah, my current shoes are pretty ratty.</p> <p>T= <i>When do I need to get these shoes?</i> Possible answer: I want to get them now, but would rather wait for the sale price.</p> <p>New SMART goal: <i>To save \$20 a week for the next four weeks to purchase a new pair of sneakers (cost = \$55.20 + tax)</i></p>	
<p>5. Decide how to juggle multiple goals by participating in an activity to prioritize goals.</p>	<p>PROCEDURE TIME: 5 min.</p> <p><input type="checkbox"/> Ask students to respond to a “What if” scenario: What if one person [use Michael, Selena, or pick another name] was the person who wanted to achieve all of the goals discussed in the previous activity? Ask students to volunteer suggestions for strategies that person might use to meet (or adjust) the goals.</p> <p><input type="checkbox"/> Display Slide 13 as you differentiate between short-term, medium, and long-term goals. Point out that long-term goals can seem overwhelming and maybe impossible unless they are broken into smaller, manageable short-term or medium goals. Give examples such as Michael’s short-term goal (three months) to buy tires or Selena’s long-term goal (four years) to set up an emergency fund. [page 16]</p>	<p>STUDENT GUIDE Pages 17-18</p> <p>SLIDES 13 – Plan Ahead; Delay Spending 14 – More Than One Goal—Set Priorities</p> <p>PROPS Goal Statements from previous activity</p>

LEARNING TASKS	TEACHING NOTES	MATERIALS
	<p><input type="checkbox"/> Point out the value of having a plan in place to be positioned to stay on track when tempted to impulse buy or to use windfalls to achieve pre-set goals. For example, knowing that Michael set the goal to save \$40 each paycheck (page 16), did he make a good choice about buying a new jacket (page 8)?</p> <p><input type="checkbox"/> Point out that when goals are meaningful, the odds improve that the goals will be achieved. Use Slide 14 and Selena’s library book situation (page 18) to guide students to consider the value of finding meaning in goals, especially goals they are required to meet. Ask students to give examples of financial goals that they might be obligated to address because of necessity rather than want. As time allows, ask students to volunteer examples of goals students may feel forced to plan for.</p>	
<p>6. Time to apply this skill to your life as you complete Challenge 1-A: My SMART Goals.</p>	<p>PROCEDURE In-class or out-of-class assignment</p> <p><input type="checkbox"/> Guide students to create their own personal financial goals as they complete Challenge 1-A: My SMART Goals.</p> <p><input type="checkbox"/> Instruct students to write at least one short-term, one medium, and one long-term personal finance goal using the SMART model.</p>	<p>STUDENT GUIDE Pages 15, 19</p> <p>SLIDE 15 - Challenge 1-A: SMART Goals</p> <p>ACTIVITY Challenge 1-A My SMART Goals</p>
<p>EXTENSION</p> <p>Write SMART goals for a club or school group.</p>	<p>PROCEDURE In-class or out-of-class assignment</p> <p><input type="checkbox"/> The more the group knows about their selected club, sport or organization, the better. If it is possible for them to interview a leader or sponsor for that organization, it will make it easier for the group to create a more authentic goal. However, if time is short or an interview is not possible, then students can resort to Internet research, or their own existing knowledge of the organization, its goals and capabilities.</p>	
<p>TAKING IT HOME</p> <p>Talk with your parents/guardians about their goals.</p>	<p>PROCEDURE Out-of-class assignment</p> <p><input type="checkbox"/> You can opt to hold the students accountable to the same grading requirements as for their personal goals. If it is too difficult for them to create a family goal from each goal category, have them brainstorm a list with their parents/guardians and pick one or two that provide the best information for a SMART goal.</p>	

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<p>FURTHER STUDY</p> <p>Write out steps to take towards achieving your goals</p>	<p>PROCEDURE: In-class or out-of-class assignment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consider making it a part of the assignment to have the students devise their own method for tracking this information (using Word, Excel, pencil-and-paper, online project management software, etc.) <input type="checkbox"/> Have students report back to you weekly on all goal-related activities, benchmarks and progress. Be prepared to counsel students if the goal becomes impossible to achieve (student loses job), irrelevant (sports team lost and no longer eligible for state competition), or students are encountering minor set-backs (failed driver's license test but will retake it). <input type="checkbox"/> Once each student has achieved (or abandoned) a goal, have that student write a reflection based on the directions provided to the students. 	<p>PROPS</p> <p>A means to track expenditures (paper and calculator, software, checkbook register, or envelope)</p>

 **EXTENSION**

Goal setting applies to clubs and organizations similarly as to individuals. But just like lack of planning can sabotage your efforts, the same can happen to a school club. So see if you can use your newfound knowledge to help make a difference! Get into a small group of four to five students. Think of a school club, organization, sport or community group in need of money. Maybe they need the cash for a trip, equipment, or an activity. Do some research and answer the questions below. Then, write a SMART goal that will help this organization realize their dreams!

 **TAKING IT HOME**

Talk with your parents/guardians about any goals that they may have (short-term, medium, long-term). See if you can help make their goals more "SMART."

 **FURTHER STUDY**

Select a short-term SMART goal and write out ten specific steps you are going to take, including due dates for each step. Track your progress. If you were unable to achieve a step in your process, see if you need to adjust your goal to make it more relevant and attainable.

Once you have achieved your goal or decided to abandon your goal, write a journal entry reflecting on the SMART goal process. How did it help you achieve your goal? Would you have been as successful without the SMART goal? If you abandoned your goal, why did you need to do that? Did SMART goal planning save you time when deciding to change or abandon your goal?