



Video 6 - Lesson Plan “A Plan for Every Season”

Lesson Description

In this lesson, students will learn about creating a *budget*. The emphasis is purchasing goods or services that are most important first.

Materials

- [“A Plan for Every Season” video](#)
- [Google Slides presentation, “Thinking Through a Budget”](#) (This is a copy document.)
- Handout 1 - “Making a Budget” (one per student)
- White board/marker

Suggested Grade Levels

Grades 2 and 3

Economic Concept

- Budget

National Standards for Personal Financial Education

II. Spending

- A budget is a plan for allocating a person’s spendable income to necessary and desired goods and services. When there is sufficient money in their budget, people may decide to give money to others, save, or invest to achieve future goals. People can often improve their financial well-being by making well-informed spending decisions, which includes critical evaluation of price, quality, product information, and method of payment. Individual spending decisions may be influenced by financial constraints, personal preferences, unique needs, peers, and advertising.

Georgia Standards of Excellence - Economic Understandings

- SS1E4 Explain that people earn income by working and that they must make choices about how much to save and spend.

- SS2E4 Describe the costs and benefits of personal saving and spending choices.

Classroom Procedures

1. Begin the lesson by asking students to imagine they are going to be responsible for walking a dog every day for the next year. The dog needs to be walked outside, and it has to go out regardless of the weather.
 - a. Ask the class to take a few minutes to think of everything they might want for the next year of dog walking. As students share their answers, list them on the board. **(Leash, collar, clean-up bags, sunscreen, coat, gloves, hat, etc. Students' answers will vary, but should show some thought as to the variety of weather they could expect to experience over the course of a year.)**
 - b. Once the list is complete, ask the class, "How would you get the things you want from this list?" **(Buy them.)** Follow up by asking, "How much would these items cost?" **(Depending on students' life experiences, they may or may not have a reasonable estimate for the items' cost.)** The goal here is for students to see that they should think about the cost ahead of time, rather than be able to cite an exact amount of money.
 - c. Finish this quick introduction by teaching students the term *budget*. "When planning for a future event, it can help to make a *budget*. A budget is a plan for how you expect to spend and save your money. In this case, we would need to make a budget so we would know how much money we think we will spend on dog-walking supplies."
2. Show the class \$martPath's ["A Plan for Every Season."](#) Following the video, ask, "What did Megan do to plan her spending?" **(She made a budget.)**
3. Tell students they will learn how to make a budget like Megan did. Open the ["Thinking Through a Budget" presentation](#), and show Slide 1 (*Thinking Through a Budget*). Read through the steps with students.
 - a. Ask the class to share how Megan completed each step. Focus on the steps themselves, not the dollar amounts from the video. If needed, watch the video again, stopping and starting to answer the questions.
 - i. "How did Megan decide which items belonged in her budget?" **(She thought about what she would want to walk her dog, and then she decided what she wanted to buy. There were probably some things she didn't have to buy because she already had them.)**
 - ii. "Then, how did Megan decide how much money to spend?" **(Megan had saved \$100 for this shopping trip, so she knew exactly how much money she had to spend.)**
 - iii. "In what order did Megan buy things?" **(She bought the most important items on her list first.)**
 - iv. "When Megan had bought the things she needed for walking her dog, what did she have to decide?" **(Because she had money left over, she had to decide what to do with that money. She had to decide whether to spend it or save it, and then she had to choose how to spend the portion she did not save.)**

- b. Show the video a final time, and have students subtract Megan's spending. Record the subtraction in a single column on the board:
- $$\begin{array}{r}
 \$100 \\
 - \underline{10} \text{ (boots)} \\
 \$ 90 \\
 - \underline{5} \text{ (treats)} \\
 \$ 85 \\
 - \underline{20} \text{ (jacket)} \\
 \$ 65 \\
 - \underline{8} \text{ (hat)} \\
 \$ 57
 \end{array}$$
- c. When the class has finished subtracting, ask, "How much money does Megan have left?" (**She has \$57 left.**) Follow up by asking, "What did the video say she wanted to do with this money?" (**She wanted to pay for dance lessons and a costume for her dog.**) Continue by asking, "What other choice could she make?" (**She could save some or all of her remaining money.**)
- d. Tell the class that they will be going through similar steps to plan an (imaginary) birthday party.
- Return to the *Thinking Through a Budget* slide presentation, and display Slide 2. Have students read the slide aloud, and discuss.
 - Continue to Slide 3 - have a student read the question, ask the class to answer it, and then discuss. Then, show Slide 4. Ask, "Why are ice cream and cake more important than decorations and fireworks?" (**We want to make sure our friends have treats to eat when they celebrate, and decorations don't taste very good!**)
 - Continue to Slide 5. Have a student read the budget scenario, and then have the class answer the question. Work through the math (using subtraction - as in Step 3b above) as a class. Then, show Slide 6 and have the class check their work.
 - Show Slide 7. Have a student read the question, and let the class discuss their answer. Continue to Slide 8, and follow up the question by referencing the math done in Step 6. The budget for the birthday party is limited, so students will have to make choices. Since they have already prioritized their choices, they can simply move down their list to decide how to spend their budgeted funds. Use Slides 9-10 to finish this part of the lesson.
 - Conclude the budgeting conversation by returning to the lesson opening. Ask students to recall how they listed their dog walking supplies. Would they adjust their list because of what they know now about budgeting? Would they want to change their process for thinking about a budget? Why or why not?

Assessment -

Distribute Handout 1: Making a Budget to each student (or project it if time/supplies are limited). Review the scenario written at the top of the page, and make sure students understand it. Then, students should use the margins or back of their sheet to do any necessary calculations, and determine their budgeting priorities. Once they have checked off the items that they will buy, they should answer the questions at the bottom of the page. Finally, students should put an X

next to the items that will not be part of their budgets. Collect students' handouts and review them to check for understanding.

Presented by



Name _____

Making a Budget



I have **\$30** I earned washing my parents' cars. I've listed the things I want in the order of how important they are to me. I also wrote the price of each one. **Underline** the things I should buy for my **trip to the zoo**. Put a **check mark** in the column "Buy?" for the items I should purchase. Put an "x" in that column for the items I should not buy right now.

Trip to the Zoo
Money I Have: \$30

<i>What I Want</i>	<i>What It Costs</i>	<i>Buy?</i>
<i>Ticket</i>	<i>\$15</i>	
<i>Souvenir</i>	<i>\$8</i>	
<i>Snack</i>	<i>\$5</i>	
<i>Book</i>	<i>\$10</i>	
<i>Video Game</i>	<i>\$25</i>	
<i>Bicycle</i>	<i>\$90</i>	

How much money do I have left? _____

If I have money left over, what should I do with it? _____

Name _____

Making a Budget



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Trip to the Zoo
Money I Have: \$30

<i>What I Want</i>	<i>What It Costs</i>	<i>Buy?</i>
<u><i>Ticket</i></u>	\$15	✓
<u><i>Souvenir</i></u>	\$8	✓
<u><i>Snack</i></u>	\$5	✓
<i>Book</i>	\$10	✗
<i>Video Game</i>	\$25	✗
<i>Bicycle</i>	\$90	✗

How much money do I have left? **\$2** _____

If I have money left over, what should I do with it? **Save it.** _____