TOPIC: Setting Goals

TIME REQUIREd: 60 minutes   
*(excluding* **Extended Exploration***activities)*

LEARNING OBJECTIVES:

*Students will be able to…*

* Identify and develop ways to set short-term and long-term goals for saving
* Explain the importance of setting goals   
  for saving
* Identify things that might affect decisions to spend or save money

SUPPLIES:

* Whiteboard or chart paper, markers
* Projector (for teacher presentation slides)
* Access to the Internet (**optional**)
* Magazines (**optional**; see the last **Extended Exploration**activity)

PREPaRATION:

* Make copies of student handouts
* Set up projector with presentation slides

STUDENT HANDOUTS:  
*(found in* **Student Guide***)*

* ***Short- and Long-Term Goals***
* ***What Are Your Goals?***
* ***Saving Together***
* ***My Savings Goals***
* ***Money Smart Book***(template from Lesson 1)

TEACHER PRESENTATION SLIDES:

* ***Spend or Save?***
* ***Story Problems: Savings Goal (Challenges 1, 2)***
* ***How to Set Goals***

ESSENTIAL QUESTIONS:

* *What is a goal?*
* *What is the difference between  
  a short-term goal and a long-term goal?*
* *Why is it important to set goals?*
* *What is a savings goal?*
* *What is the purpose of advertising?*
* *How might advertising influence your decisions to spend or save money?*

ASSESSMENT ACTIVITIES:

**PRE-ASSESSMENT:**

* ***Short- and Long-Term Goals*** handout
* ***Saving Together*** handout

**POST-ASSESSMENT:**

* ***My Savings Goals*** handout
* ***Money Smart Book*** handout

Instruction Steps

Warm Up

Differentiating Between Short- and Long-Term Goals [15 minutes]

Draw a T-chart on a whiteboard or chart paper with the words “short-term goals” and “long-term goals” and ask students: *What is a goal?* (A **goal** is something you plan to achieve.) *What is the difference between a short-term goal and a long-term goal?* (A **short-term goal** is something you want to achieve soon, such as in two weeks or a few months. A **long-term goal** is something you want to achieve in the future — in one year, five years, or when you’re an adult.)

Have students brainstorm some examples of short-term goals (for example: participating in class, doing well on a project, earning high grades, finishing a book, or jumping rope for two hours this week) and long-term goals (for example: reading 50 books by the end of the year, going to college, or getting the job you’ve always wanted). Write the examples on the T-chart.

Distribute the ***Short- and Long-Term Goals*** handout to demonstrate real-world examples. After students complete the activity, review as a whole class.

Explain to students that they will now have a chance to write some of their short- and long-term goals. Give students the ***What Are Your Goals?*** handout. To help students get started, prompt them to think about short- and long-term goals in school, at home, and in life. Although students will fill out their own goals, encourage them to work with a partner to help them brainstorm ideas. Ask students to share some of their goals.

Grade-Level Modifications:

Beginner: To simplify, have students focus on goals in the classroom or at school.

Advanced: Invite students to set more goals, and track their weekly or monthly progress   
to see what goals they have met.

Guided Exploration

Developing Ways to Set Goals for Savings [30 minutes]

Display the ***Spend or Save?*** slide and ask students for a show of hands to the statement about their spending/saving habits.

MONEY SMART TIP!

Use classroom awards or Smart Bucks (see page 7)   
as an example to discuss the concepts of spending and saving.

Using the slide, create a bar graph to see how many students are spenders, savers, or a combination of the two. Then ask students: *What is a savings goal?* (A **savings goal** is an amount of money you plan to put aside to buy something.) Lead students in a discussion about how short- and long-term goals might relate to savings. For example: saving to buy an ice cream or new notebook at the end   
of the week is a short-term goal. Saving enough money to buy a bicycle at the end of the year is a long-term goal. Saving money to go to college is also a long-term goal. Explain that setting savings goals will help students manage their money.

Give students the ***Saving Together*** handout to demonstrate a real-world example of children setting a savings goal. After students complete the questions (including math problems), review as a class. Then display the ***Story Problems: Savings Goal*** slides ***(Challenge 1*** or ***2)*** with two more real-life math word problems about savings goals.

Grade-Level Modifications:

Beginner: Ask students to draw pictures to help them solve the math problem(s) and to explain how they solved it.

Advanced: Have students show their math calculations and explain how they solved the problem(s). For ***Challenge 2***, ask: *How long will it take Sam to save enough money for the basketball if he made $4 a week (instead of $3) feeding cats?* (four weeks)

Display the ***How to Set Goals*** slide to demonstrate some ways to set goals. Review and discuss. Then review the difference between a short-term and long-term savings goal by asking students: *What is a short-term savings goal?* (A short-term savings goal is an amount of money you plan to save in order to buy something soon, such as in two weeks or a few months.) *What is a long-term savings goal?* (A long-term savings goal is an amount of money you plan to save to buy something in the future, such as in one year, five years, ten years, or more.)

Tell students that they will be setting their own savings goals. (Note: You may want to have students focus on **Smart Bucks**, instead of actual money, using the prizes, toys, or special activities that you will provide for them to “purchase.”) Then give students the ***My Savings Goals*** handout to set their own savings goals. Invite students to share some of their personal goals.

MONEY SMART TIP!

Before students set their savings goals, give them the following tip:   
Before you set a savings goal, ask yourself: Is what I want to buy worth the money?   
Did I give myself enough time to save for it?

Considering Influential Purchasing Factors [5 minutes]

Ask students: *What are some things that might influence your decision to spend or save money?* (Answers may include: the importance of what I need to buy, whether it is a need or a want, whether I can wait to buy it, how much money I have, peer pressure, advertising, my parents.)

Then ask students: *Do you ever want something because other kids have it?* If you haven’t already done so, define peer pressure (being influenced by others in the same age group). Ask: *What is the purpose of advertising?* (To persuade others to buy the product so the company who paid for the ad can make money.) *How might advertising influence your decisions to spend or save money?* (Advertising may influence you to want to spend money instead of saving it, or spend more money than you were planning to spend.)

Have students brainstorm places they can find advertising (in magazines, on billboards, in stores, on television, on the radio and websites, on the sides of buses and cars, and so on). Discuss advertising and peer pressure as influences on decisions to spend or save money.

Wrap Up

Class Reflection [10 minutes]

Initiate a class discussion by asking students: *Why is it important to set goals?* *How will you feel when you reach your goals?* Have students answer these discussion questions in their ***Money Smart Book*** (using a blank copy of the template in **Student Guide** from Lesson 1).

Extended Exploration

Note: Use the following activities to extend the lesson topic throughout the year. Activities can be completed as a class or in small groups. Duration of activities will vary.

* After students complete the ***What Are Your Goals?*** handout, have them think about steps required to get to those goals. Then ask students to create an actual plan for meeting their goals by listing the steps they will take.

Grade-Level Modification:

Beginner: Have students choose one goal to focus on, and then list the steps to meet it.

* Invite students to play an online game at <http://game.admongo.gov>, to learn about advertising and how companies use ads to try to influence how people spend their money. Students can also visit <http://pbskids.org/dontbuyit> to learn more about advertising tricks and media literacy. Then have them create posters about what they have learned about advertising. Display in the hallway to teach other students.
* Give students the opportunity to further explore advertising strategies by thinking about how and why brands sell and market to kids. Have students create their own magazine ads for made-up products using magazine examples for ideas. Before they begin, ask students to identify the target audience for their ads.

Grade-Level Modifications:

Beginner: Have students work with a partner to create their magazine ad.

Advanced: Ask students to point out ways their ad is trying to influence the buyer.

Answer Key 43

Glossary with key vocabulary 46

Standards met by lesson 48

Lesson Overview

Learning to set goals helps students manage money. The lesson focuses on **short-** and **long-term goals**, as they relate to saving, with real-world examples. Students then set their own **savings goals**. In addition, they explore factors (such as advertising and peer pressure) that might influence their decisions to spend or save money.