

Learning About Interviews

This lesson is designed to help students learn about money management and the importance of developing financial skills and techniques early on that will follow them into adulthood.

OBJECTIVES

Students will...

1. Learn about the importance of saving and determine a personal savings plan
2. Identify and evaluate money management skills
3. Create financial goals

ACTIVITIES

PART 1

Content Knowledge

1. Start this lesson by having a discussion with students about money management and why it's important to develop strong financial skills, techniques, and goals. Ask students why saving is important. Share with students the following benefits of saving.
 - Help in a financial emergency
 - Builds self-reliance, pride, and independence
 - Provides a greater sense of financial freedom
 - Keeps money safe
 - Allows you to pay for large purchases
2. Introduce and discuss the Glossary of Terms (included)
3. Introduce and discuss SMART financial goals and how to set them. SMART goals are Specific, Measurable, Attainable, Relevant, and Time-Oriented.
 - Specific: What do you want to accomplish?
 - Measurable: How will you know when you achieve this goal?
 - Attainable: Is your goal achievable if you set your mind to it?
 - Relevant: Is this a worthwhile goal? Do you have the resources you need in order to achieve this goal?
 - Time-Oriented: What is the timeline for your goal? When will it be achieved?

SMART goal example:

Goal: I will grow my savings

Strategy: I will save \$2,000 by August by depositing half of my babysitting money into my savings account every week.

Grade Level: 8

MEFA PATHWAY LINKS FOR THIS LESSON:

- Goals & Strategies
- Financial Literacy
- Sample Budgets

DOMAIN:

- Financial Literacy

TIME:

- 45 minutes

MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website
- Glossary of Terms (included)

FUTURE READY SKILLS:

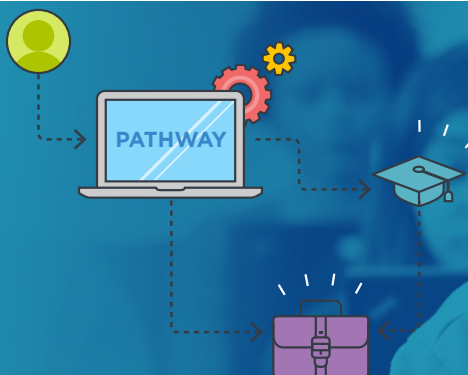
- Evaluating
- Self-Management
- Problem Solving

VOCABULARY:

- Principal
- Savings Account
- Interest
- Compound Interest
- Income
- Expenses
- Budget
- Credit

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LESSON PLAN

4. Ask students to think about financial goals for the future and encourage them to establish goals for the next one, two, and five years. Have students then estimate the cost of each of these goals. Ask them to share with a partner and discuss how having financial goals may affect their quality of life.
5. Help students identify skills that will help them develop good money management habits. Ask them what skills are needed to be financially successful. Here are a few examples:
 - Self-Discipline
 - Organization
 - Confidence
 - Critical Thinking
 - Action-Oriented

PART 2

Critical Thinking/Creative Application

1. Knowing what they learned about SMART goals, encourage students to log in to MEFA Pathway and navigate to *My Goals* under the *Self Discovery* tab. Ask students to add three personal financial goals for the next one, two, and five years. All goals should adhere to the SMART goal criteria. Students will create strategies to help them reach these goals later in the lesson.
2. Students should then navigate to *Financial Literacy* under the *Pay for College* tab. Have students use the Compound Interest Calculator to see how savings can grow when kept in an account that earns interest.
3. Students should then navigate to *My Skills* within *My Profile* under the *About Me* tab. Have students select the skills that they believe they possess that will help them be financially successful

PART 3

Applying Information

Have students evaluate the three financial goals they added to their *My Goals* page individually, with a partner, or in a group to make certain they are Smart, Measurable, Attainable, Relevant, and Time-Oriented.

PART 4

Critical Thinking/Creative Application

1. After students have evaluated their financial goals, students should add strategies within their *My Goals* page under the *Self Discovery* tab that will allow them to meet and complete each of their goals. Students should develop at least one strategy for each goal, however they may add more than one. Strategies will encourage students to stay on target in order to achieve their goals. An example of a strategy to help the student get started is: Create a budget to help stay on track with saving money.
2. Students should navigate to *My Budget* under the *Financial Planning* tab. Here, students can learn more about setting up a budget, view the *Sample Monthly Budget* provided, and create their own monthly budget by using the *Your Monthly Budget Calculator*.
3. Encourage students to discuss what they learned about money management and share their monthly budget and goals with their family.

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Glossary of Terms

Principal: Original amount of money deposited into a savings account

Savings Account: A bank account that allows to you to deposit money, keep it safe while earning interest, and withdraw funds

Interest: The percentage a bank pays a depositor for holding the depositor's money, which goes to the balance of the savings account. Example:

- Balance in savings account is \$1,000
- Interest is 1%
- At the end of the year, the savings balance is \$1,010

Compound Interest: The interest calculated on both the initial principal of a deposit and the accumulated interest from that deposit. Compound interest works best over a long period of time. Example:

- Balance in savings account is \$100
- Interest is 5%
- At the end of the first year, the savings balance is \$105
- At the end of the second year, the savings balance is \$110.25
- The account earned \$5 on the original \$100 deposit and \$.25 on the \$5 of interest
- In 10 years, the account balance will be \$162
- In 25 years, the account balance will be \$340

Income: Money earned or coming in

Expenses: Money spent or going out

Budget: A tool that allows you to track income and expenses to see how much money is expected for the month and to plan for how much money you can spend

Credit:

1. The amount of money a person is approved to borrow, which comes with an agreement to repay the original amount along with any additional fees or interest
2. The borrowing status of a person, which shows payment history

Learning About Interviews

Grading Rubric

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CATEGORY	EXCELLENT 4	GOOD 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
Sequencing of Information	The information is organized in a clear, logical way.	Most information is organized in a clear, logical way.	Some information is logically sequenced.	There is no clear plan for the organization of information.
Effectiveness	The entry includes all material needed to give a good understanding of the topic.	The entry is lacking one or two key elements.	The entry is missing more than two key elements.	The entry is lacking several key elements and has inaccuracies.
Font Choice & Formatting	Font formats (size, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formats have been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Conventions. Student uses proper grammar, punctuation, and spelling.	The entry has no misspellings or grammatical errors.	The entry has 1- 2 misspellings, but no grammatical errors.	The entry has 1- 2 grammatical errors but no misspellings.	The entry has more than 2 grammatical and/or spelling errors.