

'SMART' Financial Goal-setting

SUBJECT(S): Personal Finance

GRADE LEVEL(S): 9, 10, 11, 12

≡ NBEA STANDARD(S):

- Personal Finance, I. Personal Decision Making
- Personal Finance, III. Managing Finances and Budgeting
- Personal Finance, IV. Saving and Investing
- Personal Finance, V. Buying Goods and Services

≡ RELATED ARTICLES:

- ["Why It Pays to Save: Knowing the Time Value of Money"](#)
- ["Student Essay: Becoming a Professor Begins Early with Achievable Goals"](#)
- ["Prakash Koirala Uses Piggy Banks To Empower Nepalese Students"](#)
- ["Motivational Intelligence: 3 Steps to Setting Effective Goals"](#)
- ["Mobile Payments: A Cautionary Tale"](#)
- ["5 Ways to Prepare for Success in the New Year"](#)

TOPIC/COMPETENCY: Standard: Spending & Saving – Goal setting strategies [i.e. S.M.A.R.T.], integrating personal values, experiences vs. possessions research

CEE National Standard:

II Buying Goods and Services, Standard 7 [Grade 4]

Jump\$tart National Standard:

Spending & Saving, Standard 4.

Common Core State Standard:

CCSS.ELA-LITERACY.SL11-12.3

CCSS.ELA-LITERACY.SL11-12.1

LESSON TITLE: “Financial Goals in Focus” OR “Getting Off to a S.M.A.R.T. Start” Objective: Students will learn the elements of a SMART Goal, practice writing goals that address planning for a future financial goal, and identify how their personal values are related to goal setting by completing a values inventory assessment.

ESTIMATED TIME: 50 min.

MATERIALS NEEDED: Internet; Projector; [Guided-Notes Worksheet](#); Computer access for students desired but not required; [SMART goals answer key](#).

KEY VOCABULARY/TERMS: [Hyperlinked to their online glossary] [Behavioral Economics](#) ; [Consumption](#); [Goods](#); [List Price](#) ; [Luxury Brands](#); [Mobile Advertising](#); [Opportunity Cost](#); [Purchasing Decision](#); [Purchasing Power](#);

WHY THIS MATTERS TO YOU NOW: Many teens are making everyday spending decisions now!

Activity/Introduction of Topic: 5 minutes

1. **Motivational hook / activity** – Before your students enter your classroom, write on the chalkboard or interactive whiteboard the following quote: **“Opportunity is nowhere”**. Ask one of your students to read the quote aloud. In most cases, they will read it like this: “Opportunity is No Where”. Erase the term “nowhere” and replace it with the words “Now Here”. Repeat the statement with the new term: “Opportunity is Now Here!”
2. Generate discussion from your students about how to look through a positive lens at their life. Relate the discussion to setting goals and taking advantage of opportunities to take control of their future. This can lead into the lesson about short and long-term goals, including goals, values, needs and wants.
3. **Content:** LISTEN to a lecture and explanation of SMART Goals (10 minutes)
4. Pass out the Guided Note Sheet to everyone in the class.

5. Ask students to write a goal they would like to achieve. Debrief some of the goals by asking students to share (they will all most likely be very generic)
6. Define for the class what a SMART Goal is and instruct students to write terms and definitions on their Guided Notes as you explain the elements: **Specific, Measurable, Attainable, Realistic & Time Bound** (See answer key)
7. Provide an example of a SMART Goal in your lecture and have students breakdown the elements in their notes

Sample SMART Goal: (See answer key).

Comprehension: WATCH this video clip from the Teen Choice Awards 2013. A motivational speech from Ashton Kutcher. Video is 4:40 in length. <https://www.youtube.com/watch?v=FNXwKGZHmDc>

- Ask students to write down the three main points Kutcher makes from his speech on their **Guided Notes Sheet** and be prepared to discuss them:
Answers: a) “Opportunity looks a lot like hard work”. b) Being smart is sexy. c) Living a Full Life. He talks about how a job is a stepping stone to something down the road. He advocates that the sexiest thing in the world is to be smart, and to be thoughtful and to be generous. Finally, he says you can build your own life, don’t live one. Find your opportunities and always be smart and therefore sexy.

Answer: His speech in summary: “Working hard, being generous and being smart can be a path to a better life.”

Practicing -Activities designed for students to practice what they are learning

Think-Pair-Share Activity (20 min.) – Write your own SMART Goal

A) Ask students to write their own SMART Goal for a short or long-term goal they want to achieve.

B) Next, pair students in class and have them read each other’s SMART Goal and encourage them to give feedback & ask questions about each other’s goal statement, explaining they will be asked to share their goals in a few minutes so help out your partner to have a complete SMART Goal with all the elements.

C) Call upon 2-3 students to share their goals verbally, or invite them up to the chalkboard or interactive white board to write their goals. *If you are using a 1-to-1 computer classroom, you could have students post their goal statements in a reply to the task in Edmodo or Moodle, etc.... OR create an online posterboard using linoit.com (digital post-it notes that can be used collaboratively at the same time and the teacher has control over what is posted because they created the post-it board).

D) Teacher helps to debrief student goals and confirm authentic SMART Goals have all elements or gently nudge students to re-write their goal guiding them with help to complete the task.

E) Tie the concepts of values, wants, needs to their lesson. Ask students to write down definitions of these terms from your lecture OR through an online Quizlet <https://quizlet.com/317360216/needs-vs-wants-flash-cards/>

F) Show in whole class setting (or have students watch individually on their computers) these video clips from Knowledge @ Wharton's Glossary that are related to the buying process and goal setting.

Opportunity Costs <https://globalyouth.wharton.upenn.edu/glossary/opportunity-cost/>

Generic Goods <https://globalyouth.wharton.upenn.edu/glossary/generic-goods/>

Luxury Brands <https://globalyouth.wharton.upenn.edu/glossary/luxury-brands/> Conduct a class discussion after viewing the videos about consumer choice (generic vs luxury brands) and opportunity costs (what you must give up with your decision – your second choice)

Apply – Using an App, show students how they can track their goals (10 min)

Suggested Apps to demonstrate/have students explore include:

1. **PiggyMoJo** – helps students set savings goals and helps them track how much money they can save; this tool prompts them to make an “impulse save” instead of an “impulse buy”, thus encouraging economic behavioral change
2. **Mindbloom** – provides a fun way to grow an interactive tree as you plan and reach your goals; it gives many links for the user to learn more about goals like getting more exercise, tracking savings goals, etc...
3. **Stickk** – show students that contracts with themselves (or someone else) can help them “stick” to a goal they wish to achieve. This is a tool designed by Yale Economists who used behavioral research to create this site and help people reach goals.

Assessment – learners apply what they have learned to real world problems; learners demonstrate their competence. Students will complete the SMART Goals and Financial Decisions Test

Going Further / Homework – Have students look for additional Apps about Goal Setting and give bonus points for students who post an online review of the App on your classroom website, classroom Wiki, Classroom Learning Management System (Edmodo, Moodle, etc...) or simply have them turn in this assignment to you handwritten. Be sure to require the name of the App, a summary of what the App can do related to Goal Setting, if the App costs anything, and their rating of the App (1 star = OK 5 Star = Awesome!)

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