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## Teacher Notes and Resource Guide for this Inquiry:

The Inquiry below is intended to help introduce students to start creating budgeting habits by uncovering their needs and relating those needs to their financial priorities. The Supplemental Resources are provided only to support the Inquiry, but the Inquiry is a comprehensive lesson on its own. In this Inquiry, students will uncover their values and use them to learn the first step in budgeting: prioritizing to meet all of their needs. Students will empathize with others to understand how to budget to meet all of their needs and relate that practice back to their own needs in life. Through this Inquiry, they will learn to prioritize to meet all the needs associated with their values and the costs of fulfilling those needs.

**Inquiry:** [What Do YOU Think Is Valuable?](#)

### Learning Objectives:

- Students will identify what they value and make a plan to finance the things they value most.
- Students will learn to prioritize in order to satisfy all of their needs based on what they value.
- Students will practice ‘budgeting’ using examples of other students’ values and needs.

### Teacher Tips:

- ❖ You may want to provide more structure for the “Plans” in Part II based on the level of your students. The idea of the “plan” is for students to explain/discuss choices the character should make in a narrative. It is not our intention to have them simply choose cheaper items without explanation!
- ❖ Inspiration for the Inquiry comes from [this NGPF Podcast](#) with Behavioral Economist Sarah Newcomb. Listen to learn more!

### Standards:

#### Alignment to Anchor Standards for Reading & Writing:

[CCSS.ELA-LITERACY.CCRA.R.1](#)

Read closely to determine what the text says explicitly and to make logical inferences from it

[CCSS.ELA-LITERACY.CCRA.W.1](#)

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

#### Alignment to Jump\$tart Spending and Saving Standards:

1a: Assess how spending priorities reflect goals and values.

#### Alignment to Jump\$tart Financial Decision-Making Standards:

5b: Assess differences among peer values and attitudes about money.

**\*\*Alternative Activity:** If you prefer teaching the concept of Wants v. Needs, you can use the following: [COMPARE: Wants v. Needs](#).

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## Supplemental Resources:

### Video: [Can I Afford It?](#)

Financial guru Suze Orman has a TV show on which viewers call in and ask Suze whether they’re approved or denied to make a purchase they really want. Suze makes her recommendation based on their financial situation.

**Suggested Follow Up Questions:** 1) Do you agree with the recommendation in the video? 2) Name something you really want to purchase and explain why it is important to you.

**Interactive: [The Spending Challenge](#)**

This Interactive would be a great way to transition between Spending Habits and how they apply to Credit Cards. Students have to use their newfound approach to spending in conjunction with managing their credit cards to complete the Spending Challenge. Note that it might be difficult to complete this if students don't know anything about credit yet!

**Interactive: [Bank It or Bust](#)**

This Interactive game would be a great segue between Spending/Budgeting and Saving. The goal of this game is to save, but students make decisions about how they spend their money in order to do so. This Interactive can help students use their new understanding of how they can prioritize their needs in order to tackle a new challenge.

**Video: [Looney Toons Budgeting](#)**

This video would be a great way to introduce the concept of budgeting. After watching, students can reflect on this video to think about how to prioritize the things Scrooge needs to be happy while paying attention to how much they cost.