EVERFI®

Lesson Plan

Grow: Financial Planning for Life™

Planning for Your Life

45 minutes

Prerequisite: Planning for Your Future

INSTRUCTIONS

Each digital lesson is supplemented with a follow-up synchronous lesson plan to extend and reinforce learning. Activities and questions are structured in a way that supports both in-person and virtual classroom settings.

OBJECTIVES

Students will be able to…

- Describe the importance of using a plan to achieve financial goals.
- Define short-term and long-term financial planning goals.
- Identify future financial goals.

MATERIALS

In-Person Lesson

- Writing utensils
- Excerpted research study
- Financial goals handout
- Exit ticket

Virtual Lesson

- Writing utensils
- Excerpted research study
- Financial goal handout formulated for your online learning platform
- Exit ticket

LESSON OVERVIEW

The purpose of these lessons is to give students an opportunity to personally work with the concepts they learn in the modules. While students at the high school level may not be quite ready to explore retirement plans, understanding their personal values will help them learn how to prioritize their spending needs and savings goals.

SECTION	DESCRIPTION	FORMAT	DURATION
Opening	Display in front of class this question: *"What is one thing that you could do that would greatly increase your ability to accomplish your life's goals?"* Have students write down their response and either share with the class or share with a partner. Record a list of responses on a board or a display that your students can see as they share. This will create a baseline list of activities that you will refer to after the new learning.	Virtual: Display the question on screen and have students post answers in the chat or in a shared document. In-Person: Display the question in the front of the room and have students jot down ideas to share in discussion format.	5 mins
New Learning	*"Psychology professor Dr. Gail Matthews from Dominican University conducted a study to determine what factors can help people accomplish goals that they have for themselves. Let's read a recap of her study to find out what actions you can take to be more likely to accomplish your goals."* Share the excerpted study or feel free to print off the entire press release and share with your students: Strategies for achieving goals, resolutions Discussion prompt: *"Let's revisit what you listed on the board that will help you accomplish your goals. How would you change this list to be more in line with Dr. Gail Matthews research?"* Facilitate discussion of the article and lead students to generate additional actions to take such as: • Writing goals down • Telling friends/family about your goals • Having a weekly check-in to share progress with goals	Virtual: Share the article with students electronically and facilitate discussion in breakout rooms or as a class. Strategies for achieving goals, resolutions Update list of actions to take to accomplish goals. In-Person: Hand out the research article to students and encourage them to take notes on it as they read. Facilitate discussion as a whole class or in small groups and update the list of actions to take to accomplish goals that was part of the opening exercise.	15 mins

Activity: Project Introduction	1. *"The module that you just completed Planning for Your Future teaches the importance of having short, mid and long-term financial goals. These goals will help you make plans in order to save and accomplish the goals. We now know the importance of writing down goals, so let's take the next 5 minutes to write down all the financial goals that you may have for yourself over the next 5 to 10 years. If you want to go longer, like 30 years please do so."* Allow time for students to write down their goals on the Financial Goals handout. 2. Then remind students that there are short-, mid- and long-term goals and have them write on the Financial Goals handout the time frames for each goal. *"Let's take another 5 minutes to go over our goals and decide the time frame for each one. Write down if it is a short-, mid- or long-term goal."* 3. Connect the timeframe of goals with savings instruments that were highlighted in the module. A short-term goal may mean keeping money in a simple savings or even in a jar on your dresser whereas a long-term goal may need to be invested in an account that will give significant returns. Students may struggle with specifics here, but they should be showing that there are different locations to save money for different time frames. *"Revisit your goals one more time and write down where you will put your money. You may not know exactly at this time*	Virtual: Have students complete their Financial Goals handout in an electronic format. In-Person: Have students complete the handout.	20 mins

SECTION	DESCRIPTION	FORMAT	DURATION
	but write down where you think you should put it at least. 4. Finally, have students write the name of a person or the role (e.g. brother, friend) of someone that they will share this goal with. *"Now let's take another 5 minutes to look over our goals again and decide which goals are so important that you would like to share and check in with someone on a regular basis.* 5. If you have time, allow students to share with classmates and even share their goal with someone that they have listed on their paper as their accountability buddy.		
Closing	You now are a step closer to accomplishing your goals. Writing them down is the first step and then sharing with someone will also help.	Share verbally to all students	1 min
Evaluation	Exit ticket - Write down one goal that you are most excited about accomplishing and how you feel about sharing this goal with others.	Virtual: Share in a shared doc or in your chat feature In-Person: Use the exit slip or even sticky notes	3 mins
Homework	Reach out to someone on your list and share the goals that you want with them. Reflect on how that feels and if you are willing to keep sharing progress with them on a weekly basis.		1 week