

K – 5 Self-Management and Financial Decision-Making Lessons

FEPPP Resource Package

K-12 Social Emotional Learning Standards

Standard 2 – Self-Management: Individuals can regulate emotions, thoughts, and behaviors.

Benchmark 2B: Demonstrates responsible decision-making and problem-solving skills.

K-5 Financial Education Benchmarks

While developing decision-making skills:

- Decide uses for personal funds. (K.SS.1)
- Explain a spending decision based on predetermined criteria for an acceptable outcome and available options. (1.SS.3, 2.SS.7, 3.SS.7, 4.SS.12)
- Differentiate between needs and wants. (K.FD.3, 1.FD.2, 2.FD.4, 3.FD.6)
- Identify and accept the opportunity costs of decisions. (1.FD.4, 2.FD.6, 3.FD.7)
- Develop a list of feasible conditions to set for the use of borrowed personal property. (1.CD.2, 2.CD.2, 3.CD.3)
- List the potential advantages and disadvantages of using credit. (3.CD.1)
- Explain how limited personal financial resources affect the choices people make. (3.FD.5, 4.FD.6)
- Compare prices for the same item from two different sources. (4.SS.11)
- State the advantages and disadvantages of saving for financial goals. (5.SS.4)

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Lesson: [Which Should We Choose?](#)

Objectives: Students will share when they had to make a choice between two options.

Students will use a graphic organizer, as a group, to brainstorm the pros and cons of different alternative choices.

Students will compare how many students voted for option A and option B.

Source: [MCEE "Mathematics & Economics" Curriculum](#)

Grade(s): Kindergarten

Materials: [K3-1 - Handout Pro Con Chart](#)

[K3-2 - Handout - Data Chart](#)

Lesson: [Making Spending Choices](#)

Objectives: Understand that we have choices about what to spend time and money on

Consider things to think about before spending our time and money

Source: [CFPB](#)

Grade(s): K-3

Materials: [Money Monsters Learn What Things Really Cost](#)

[Lesson Guide](#)

[Lesson Worksheet](#)

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Lesson: [G1-1 - What Do You Want?](#)

Objectives: Students will draw a picture that illustrates an example of scarcity in their lives.

Students will define scarcity as “not having enough to give everyone what they want”.

Lesson: [G1-2 - Who Should Get What?](#)

Objectives: Students will use math cubes to visually compare the number of items that the group wants to the number of items that are available.

Students will brainstorm strategies for allocating scarce resources.

Students will discuss whether they think allocation strategies are fair, easy and safe.

Lesson: [G1-3 - How Can We Decide?](#)

Objectives: Students will use a graphic organizer, as a group, to brainstorm the pros and cons of different alternative choices.

Students will use a graphic organizer to consider the pros and cons of a real or imaginary choice.

Students will write or share orally what choice they would make in their personal scenario and why.

Source: [MCEE "Mathematics & Economics" Curriculum](#)

Grade(s): 1st Grade

Materials: [G1-2-1 - Handout - Allocation Chart](#)

[G1-3-1 Google Slide Deck - How Can We Decide](#)

[G1-3-2 - Handout - Pros and Cons](#)

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Lesson: [G1-6 - Birthday Party Budget](#)

Objectives: Students will describe scarcity and apply it to a lesson activity.

Students will create a bar graph, using counting and comparison skills to analyze their data.

Source: [MCEE "Mathematics & Economics" Curriculum](#)

Grade(s): 1st Grade

Materials: [G1-6-1 - Handout - Birthday Months Bar Graph](#)

[G1-6-2 - Handout - Birthday Party Budget Choices](#)

Lesson: [G3-1 - Danny Chooses a Pet](#)

Objectives: Students will understand the difference between costs and benefits.

Students will use a decision-making grid to solve a problem.

Students will use addition and subtraction to solve problems.

Source: [MCEE "Mathematics & Economics" Curriculum](#)

Grade(s): 3rd Grade

Materials: [G3-1-1 - Visual - Danny's Birthday](#)

[G3-1-2 - Visual - Decision Making Grid Key](#)

[G3-1-3 - Handout - Decision Making Grid](#)

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Lesson: [G3-2 - Service Group Choices](#)

Objectives: Students will consider options before making a choice.
Students will explain how the scarcity of time impacts their decision.
Students will analyze data to create a frequency table.

Source: [MCEE "Mathematics & Economics" Curriculum](#)

Grade(s): 3rd Grade

Materials: [G3-2-1 - Handout - 3 Project Cards](#)

Lesson: [Using a Buying Plan](#)

Objectives: Recognize times when having a buying plan may be useful
Understand how to use a buying plan to make a major purchase

Source: [CFPB](#)

Grade(s): 4-5

Materials: [Using a Buying Plan Lesson Worksheet](#)
[Using a Buying Plan Lesson Guide](#)

Lesson: [Using a budget to shop for a party](#)

Objectives: What is a budget?
How do I use a budget when I shop?

Source: [CFPB](#)

Grade(s): 4-5

Materials: [Using a Budget to Shop for a Party Worksheet](#)
[Using a Budget to Shop for a Party Lesson Guide](#)

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Lesson: [G4-1 - Using the PACED Process](#)

Objectives: Students will identify the PACED decision-making model components
Students will apply the PACED decision-making model during an in-class activity

Lesson: [G4-2 - A Day at the Amusement Park](#)

Objectives: Students will create their own PACED decision-making grid.
Students will apply their knowledge of addition and multiplication when making a choice.

Source: [MCEE "Mathematics & Economics" Curriculum](#)

Grade(s): 4th Grade

Materials: [G4-1-1 - Visual - Field Trip Options](#)
[G4-1-2 - Visual - PACED Decision-Making Steps](#)
[G4-1-3 - Handout- PACED Decision-Making Grid](#)
[G4-2-1 - Activity - A Day at the Amusement Park](#)
[G4-2-2 - Handout - PACED Decision-Making Grid](#)