

NEW MEXICO 4-H

Aggie Next Step

Money, Money, Money Financial Responsibility



Post Secondary Pathways



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Financial Responsibility

INTRODUCTION

Almost everyone spends money, but not everyone spends it wisely. Poor choices—like confusing wants with needs or not planning ahead—can cause stress and debt. In this lesson, participants will explore what it means to be financially responsible, practice decision-making with real-life scenarios, and learn strategies to build healthy money habits.

SET UP

Review lesson materials and determine which worksheets and handouts you will use for the lesson. Print enough pre/post assessments, worksheets, and handouts for each participant.

ACTIVITY

1. Have participants complete the **Pre-assessment**.
2. Place prompts around the room (use included printouts or transfer to large poster boards.) Explain to participants that they will participate in a Gallery Walk to reflect on their personal financial experiences. Assign small groups of students to begin at different prompts. They will spend 1-2 minutes writing a response on the poster or sticky note. After time is up, students rotate clockwise to the next prompt. Remind students: *There are no right or wrong answers – just be honest and thoughtful.*
3. Assign each group one prompt to review. Then reflect by having groups present to the whole class: *What patterns do you notice in responses? Which examples surprised you? What can we learn from each other's experiences?* Highlight key takeaways about making thoughtful spending choices and recognizing the difference between wants and needs.
4. Distribute the **Language of Money** crossword. Participants may work alone or in groups to complete the crossword puzzle by defining each financial term.

Supplies

- Worksheets
- Handouts
- Pens/Pencils
- Sticky notes

OUTCOMES

Students will be able to:

- **Define** financial responsibility in their own words.
- **Distinguish** between needs and wants in everyday spending.
- **Analyze** real-life money scenarios to identify responsible and irresponsible choices.
- **Explain** how financial responsibility can support future goals.



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5. Distribute *Financially Responsible or Not*. Participants work in pairs to determine if the individuals are being financially responsible and explain their reasoning. Debrief by asking volunteers to share and justify their answers. (Note: Encourage multiple perspectives – sometimes there isn't just one "right" answer, but rather levels of responsibility.)

7. If time allows, distribute *Wants vs Needs* activity. Divide participants into small groups of 3-5. Read the instructions. Then allow time for participants to sort each expense. Highlight tricky categories in the "Depends" column. Ask questions like:

Q: Is a smartphone a need if you need it for schoolwork?

Q: Could a gym membership ever be a need?

Encourage participants to see how priorities may differ for different people or situations.

8. Reflect by asking participants to consider their own spending habits:

Q: Which of these expenses do you prioritize?

Q: Which "wants" could be reduced to save money for a "need"?

9. Distribute *Finances Defined* and discuss as needed.

10. *Exit Ticket* – depending on time, this can be done as a class discussion, or students can complete the worksheet in class, as homework, or in the following class.

11. Have participants complete *Post-assessment*.

WRAP UP

Financial responsibility is about more than money—it's about building habits that lead to independence and stability. By planning, budgeting, and distinguishing between wants and needs, you prepare yourself for a future with more freedom and less stress.



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RESOURCES

NM Standards:

NM PED Standards: Career and Technical Education (CTE):

CTE 1.1.2: Demonstrate knowledge and skills in language arts

CTE 2.1.1: Select and employ appropriate reading and communication strategies

CTE 2.1.9: Listen to and speak with diverse individuals to enhance communication skills

CTE 3.1.1: Employ critical thinking skills to solve problems and make decisions

CTE 9.1.1: Identify and demonstrate the use of positive work behaviors and personal qualities needed to be employable (budgeting)

Common Career Technical Core (CCTC) Standards: Career Ready Practices (CRP):

CRP-3: Attend to personal health and financial well-being

CRP-4: Communicate clearly, effectively, and with reason

Optional ELA Alignment (Grades 6-12):

RI1: Read closely to determine what the text says

SL1: Participate in a range of conversations

L4: Determine the meaning of unknown words

L6: Acquire and use a range of domain-specific words and phrases

Video Resources:

Note: Please preview all videos before showing them to students to ensure they are age-appropriate, relevant, and aligned with your classroom needs.

Credit Card Debt: A Student's Story

<https://youtu.be/iSZRwj-LxY0?si=GRBf2PRF0gzayz6L>

Needs vs Wants | Columbia College

<https://youtu.be/QyuU4wFIz3o?si=GWfVytNut6pKPsg>

Money Personalities

<https://youtu.be/tEha8BzsAZ8?si=yvN9p8wurpcAeLoG>



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