



The "Good Life"

Grade Level: 10th-12th
 Lesson Plan Timeframe: Two-45 minute period
Program Topic: How People Live the "Good Life"
State: OK
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Chapter/School: Drummond FCCLA, Drummond High School

Overview & Purpose Students will learn about the different types of sales credit and how people use those types of credits to achieve the 'good life'. This is important because students will learn what credit is and that credit is a privilege not a right.	FCCLA National Program(s) Financial Fitness
Education and National FACS Standards Addressed Consumer and Family Resources 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.	Career Clusters and Pathways Business, Management & Administration Finance

Lesson Plan Goals & Objectives (Specify skills/information that will be learned.)	<ol style="list-style-type: none"> 1. Discuss what living the good life is and how people achieve the so called 'good life' 2. Distinguish among types of sales credit 3. List various types of credit 4. Explain how credit is a privilege, not a right
Materials Needed	<ul style="list-style-type: none"> • Paper • Pencil • Magazines • Scissors • Glue • Good Life handout (Handout from Consumer Jungle) • FACS II curriculum (Oklahoma Edition)
Introduction of Subject (Give and/or demonstrate necessary information)	Students will begin the lesson by discussing what the 'good life' is. After some discussion students will create a collage of persons, places or things that represent the good life. Students and adults alike all have a long wish list of material goods. Examining the material and non-material aspects of the good life helps students find a balance between their needs and their wants.
Verification (Steps to check for student understanding)	After students have completed their posters they will fill in their handouts. Then they will be ask to give a short presentation about what they feel represents the good life. Ask students a few question off the handouts to get conversation going. By having students give a short oral presentation this can allow for checking for understanding.

<p>Activity 1 (Describe the independent activity to reinforce this lesson)</p>	<p>Then we will discuss how they believe a person obtains the things it takes to have the good life. Moving the students toward credit will be the main goal. After we being a discussion about credit read some statistics about teens and credit. We will then distinguish among the types of sales credit. The students will discuss the types of credit they might have used or their parents might use. After this discussion have student discuss why they think credit is a privilege not a right.</p>
<p>Activity 2 (Describe the independent activity to reinforce this lesson)</p>	<p>Pass out information about the FCCLA national program Financial Fitness. Ask students to brain storm how someone might not be financially fit. Ask students to think of ways that people can stay financially fit. Then have students think of a way to help people in their community understand types of credit and how to use them wisely. Ask student to divide into groups and develop a way to get the word out about this topic. They are to make a poster, brochure, pamphlet or anything else they can think of to help people understand credit. This activity may take more than one class period. After students are done have them share their product with the class.</p>
<p>Summary/Evaluation (Assign Homework, or Reflect on the Outcomes)</p>	<p>Have students take out a sheet of paper and write their name on it. Then ask them these questions: What is one thing you learned during this lesson that you did not know about before? 2. What is something that you would still like to know more about? 3. How do you believe that this information will be helpful throughout your life?</p>
<p>Other Resources</p>	<p>Handouts form consumerjungle.com entitled The Good Life</p>
<p>Additional Notes</p>	<p>Re-teaching may be necessary and if so I would use a power point presentation to illustrate my topic points. I would also have a more teacher centered approach to teaching instead of letting the students discuss the topic.</p>
<p>Source (If Applicable then required to cite any published or copyrighted materials used in this lesson plan)</p>	<p>ConsumerJungle.com</p>

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Submit lesson plan to Bethany S. Kohut, Program Coordinator, by email bstandley@fcclainc.org.