



JA FINANCIAL LITERACY®

Student Guide

UNIT 2: MONEY MANAGEMENT & FINANCIAL INSTITUTIONS
Topic 4: Saving & Financial Goal Setting

NAME: _____

DATE: _____

PRE-QUIZ

Saving & Financial Goal Setting

What + Why: A quick, ungraded check on what you already know—your answers help shape the learning ahead. It's okay not to know—just give it your best shot.

Instructions:

1. Answer each question as best you can.
 2. Circle the best answer for each question.
 3. Submit it when you're done.
-
1. A student sets aside money each month so they don't need to borrow when unexpected expenses happen. What is the main reason for saving in this situation?
 - ☐ a. to increase purchasing power over time
 - ☐ b. to prepare for financial goals and emergencies
 - ☐ c. to earn as much interest as possible
 - ☐ d. to avoid making any spending decisions
 2. A student earns a weekly paycheck and wants to save for a concert in three months. Which action best demonstrates an effective saving strategy?
 - ☐ a. saving any leftover money after spending each week
 - ☐ b. waiting until the month of the concert to begin saving
 - ☐ c. automatically setting aside part of each paycheck into savings
 - ☐ d. borrowing money now and planning to save later

3. After a difficult day at school, a student buys items online to feel better.
How might this behavior affect saving?
- ☐ a. It doesn't impact his saving behavior.
 - ☐ b. It improves saving by relieving stress.
 - ☐ c. It may reduce savings because emotions are driving spending decisions.
 - ☐ d. It helps build stronger financial habits.
4. A student wants to donate money regularly but is also saving for a car.
Which approach best supports both goals?
- ☐ a. Donate larger amounts now and try to catch up on saving later.
 - ☐ b. Use a credit card for the donation to keep car savings unchanged.
 - ☐ c. Set a smaller, consistent donation amount while continuing to save.
 - ☐ d. Stop saving until they can afford to donate more.

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ACTIVITY

Why Do People Save?

What + Why: Strong financial plans start with knowing why you're saving in the first place.

Saving isn't just about putting money aside. It's about making deliberate choices that support stability, future goals, and meaningful opportunities. People save for different reasons, and understanding those reasons helps clarify when money should be set aside for the future and when it should be planned as part of a monthly budget. Recognizing the purpose behind saving leads to stronger financial decisions.

**Instructions:**

1. With your group, sort each reason to save into the category you believe best fits.
 - Saving for **security** helps protect stability and reduce reliance on borrowing.
 - Saving for **goals** requires planning and a timeline.
 - Saving for **opportunities** expands future flexibility and choices.

Be prepared to explain at least one of your group's placements.

Why Do People Save?

Security	Goals	Opportunities

Reasons to Save Word Bank

Career training
or certification

Unexpected expenses

Retirement

Helping family during a
crisis

Moving for work or school

Avoiding debt

Control and peace of mind

Medium-term
planned expenses

Income disruptions

Starting a business

Short-term purchases

Building an
emergency fund

Independence

Education

Reducing financial stress

Larger planned purchases

Supporting community
needs

Housing

Future choices

Handling income ups
and downs

NAME: _____

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CASE STUDY

Jordan's Final Decision

What + Why: Independence feels exciting, but stability determines whether it lasts.

Supporting Materials:

Topic 4: Introduction (Case Study)

Instructions:

1. Read the **Topic 4: Introduction** and be prepared to discuss with the class.

**Consider:**

1. What makes this moment a turning point for Jordan?
2. How well do Jordan's current spending, saving, and borrowing choices align with her long-term financial stability?
3. Which of Jordan's habits seem shaped more by emotion, personality, or outside pressure than by a deliberate financial choice, and how can you tell?

NAME: _____

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REFLECTION

Savings Reflection

What + Why: The “why” behind your savings can change how you spend every dollar.

Financial priorities shift based on goals, responsibilities, and current life circumstances. Saving can serve different purposes: protecting against unexpected expenses (security), reaching milestones (goals), or building future independence (opportunity). The reason behind saving often shapes daily money decisions and long-term stability.

Reflect

Which reason for saving (security, goals, or opportunity) feels most important to you right now, and why?



NAME: _____

DATE: _____

ACTIVITY

Savings Scenarios

What + Why: Saving isn't just about money—it changes how much you owe, how much you pay, and how much freedom you have later.

Buying something big—like a car— isn't just about whether you can make the monthly payment. The way you use your savings can change how much you borrow, how much interest you pay, and how financially secure you feel if something unexpected happens. In this activity, you'll explore how different saving choices reshape the entire financial outcome.

Supporting Materials:

Long-Term Impact (Case Study)

Instructions:

1. As a group, review the **Long-Term Impact** case study information.
2. Read your **Savings Scenario** and determine how each option changes Jordan's borrowing, total cost, and financial flexibility. Identify the trade-offs between them, including the opportunity cost (what Jordan gives up by choosing each option).
3. Answer the reflection questions and be prepared to support your conclusions with evidence from the case study information.

Our Scenario:

1. What trade-offs do the two options create, and which better supports Jordan's long-term financial stability?
2. What does Jordan give up by choosing each option in your scenario? What is the opportunity cost (what is sacrificed by making that choice) of each choice?
3. Based on your analysis, which option in your scenario would you recommend for Jordan, and why?

Savings Scenarios

Scenario 1: Save More Before Buying vs. Buy Now	Scenario 2: Use Most Savings vs. Keep Some Savings
A. Buy Now Jordan uses her \$500 savings as a down payment and borrows the full remaining balance now. B. Wait and Save Jordan delays the purchase for several months to save an additional \$1,000 before buying, then puts \$1,500 down.	A. Put It All Down Jordan uses her entire \$500 in savings as a down payment. B. Keep a Cushion Jordan puts nothing down and keeps her \$500 as an emergency fund.
Scenario 3: Short Loan vs. Long Loan	Scenario 4: Pay Cash vs. Finance
A. 36-Month Loan Jordan chooses a shorter repayment period. B. 60-Month Loan Jordan chooses a longer repayment period.	Jordan plans to buy a \$4,000 car. A. Small Down Payment, Shorter Loan Jordan puts \$500 down and chooses a 36-month loan. B. No Down Payment, Longer Loan Jordan puts nothing down and chooses a 60-month loan.

NAME: _____

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ACTIVITY

Savings Stoppers

What + Why: Before you can save smarter, you have to recognize what's trying to stop you.

Saving plans often break down because of emotions, social pressure, or changing circumstances. Emotional barriers come from internal reactions. Social barriers involve influence from others. Situational barriers stem from real-life events that affect your money.

Part 1

Instructions:

1. Review the partial list of barriers in each category.
2. Brainstorm at least two additional barriers that fit in each.
 - **Emotional** barriers come from internal reactions.
 - **Social barriers** involve influence from others.
 - **Situational** barriers stem from real-life events that affect your money.

Savings Stoppers

Emotional	Social	Situational
• stress • fear of missing out (FOMO) • self-reward • impulse buying	• peer pressure • social media posts • influencer ads • limited-time sales • friends going out • family expectations	• irregular paycheck • car repairs • medical bills • job loss • unexpected bills • rising prices
• _____	• _____	• _____
• _____	• _____	• _____

PART 2**Instructions:**

1. Rank the three categories from most to least likely to disrupt your savings.

Most likely to disrupt savings: ☐ Emotional ☐ Social ☐ Situational

Somewhat likely to disrupt savings: ☐ Emotional ☐ Social ☐ Situational

Least likely to disrupt savings: ☐ Emotional ☐ Social ☐ Situational

Why is your top-ranked category the one most likely to disrupt your saving?

2. **Connect to the Case Study:** Where do you see your most disruptive category showing up in Jordan's situation?

NAME: _____

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ACTIVITY

Financially Me: My Savings Habits & Strategies

What + Why: Build self-awareness around your saving habits and barriers so you can create systems and goals that actually work for your life.

Understanding yourself as a saver takes more than knowing what you should do. Across this activity, you will examine, design, and reflect on a personal savings approach that connects your habits, barriers, saving systems, and long-term goals to what actually matters to you.

Instructions:

NOTE: This activity is completed in checkpoints across multiple sessions. Only complete the checkpoint your teacher assigns. Each checkpoint builds on the last and connects to what you're learning. Each checkpoint will have a checklist to keep you on track.

1. Be honest. This activity is about your real habits and challenges, not ideal ones. There are no right answers. The goal is genuine self-reflection.
2. Use what you've learned about saving barriers, saving systems, and financial goal-setting to guide your thinking. (Jordan's situation and the accompanying Case Study materials are there as real-life reference points, if helpful.)
3. Revisit and revise earlier answers as needed. Self-awareness grows as you learn more.
4. By the end, aim to have built not just a savings plan, but a clear picture of how your habits, systems, generosity, and goals work together to support your long-term financial stability.

CHECKPOINT 1 — Saving as a Habit

Saving is not a personality trait—it's a habit shaped over time. People save for many reasons (emergencies, future goals, peace of mind, or simply to feel more in control). Understanding why saving matters to you is the first step to making it a habit.

Instructions:

1. Check the statements that best describe you right now.

My Current Saving Habits

- ☐ I save money automatically when I receive it.
- ☐ I usually move money into savings before I spend it.
- ☐ I save a fixed amount from each paycheck.
- ☐ I save a percentage of what I earn.
- ☐ I save money sometimes, depending on what else I want.
- ☐ I usually only save what's left over at the end of each month after I spend.
- ☐ I plan to save, but often forget.
- ☐ I spend first and think about saving later.
- ☐ I rarely think about saving.
- ☐ I avoid checking my savings because it stresses me out.

2. Answer the following quick reflection prompt:

Which of your current saving habits will make it easier or harder to stick to a savings plan in the future? Briefly explain.



This is the end of Checkpoint 1. Wait to begin Checkpoint 2 until directed by your teacher.

CHECKPOINT 2 — Barriers I May Face

Saving consistently isn't just about knowing what to do, it's about following through when stress, pressure, or unexpected situations show up. Consider what might realistically interfere with your savings and what kind of structure would help you stay consistent

The goal of this checkpoint is to show that you can identify the barriers most likely to interfere with your saving and select a system specifically designed to protect against them. The focus is not on what sounds good in theory, but on what will actually hold up when your life gets complicated.

Part 1

Instructions:

1. Identify the barriers that are most likely to affect your ability to save consistently.

Emotional

- ☐ Stress
- ☐ Boredom
- ☐ Self-reward spending
- ☐ Excitement
- ☐ Fear of missing out (FOMO)
- ☐ Impulse buying

Social

- ☐ Peer pressure
- ☐ Comparing myself to others
- ☐ Social media or influencer ads
- ☐ Limited-time sales
- ☐ Friends going out
- ☐ Family expectations
- ☐ Wanting to fit in

Situational

- ☐ Irregular paycheck
- ☐ Emergency expenses
- ☐ Car repairs or transportation issues
- ☐ Medical bills
- ☐ Job loss
- ☐ Unexpected bills
- ☐ Rising prices
- ☐ Receiving unexpected cash (gift/bonus)

Part 2

Instructions:

1. Select a saving system that fits your habits and common barriers, then complete the explanation section.

Select one primary saving system:

- ☐ Pay Yourself First (save before spending)
- ☐ Automatic transfers
- ☐ Separate savings account
- ☐ Fixed amount saving per paycheck
- ☐ Percentage-based saving per paycheck

How will this system continue working for you during stressful or busy months?

What specific barrier does this system protect you from? How?



This is the end of Checkpoint 2. Wait to begin Checkpoint 3 until directed by your teacher.

CHECKPOINT 3 — Balancing Saving, Spending & Generosity

Saving works best when it connects to clear goals and personal values. Help define your direction by setting clear time-based goals and articulating the mindset you want to carry into adulthood.

The goal of this checkpoint is to show that your habits, systems, generosity, and long-term thinking work together to support financial stability.

Instructions:

1. Complete each section with realistic goals and thoughtful reflection on the saving mindset you want to carry forward.
 - Short-Term Goal (0–6 months)
 - Mid-Term Goal (6–24 months)
 - Long-Term Goal (2+ years)

- One way I want to make room for generosity in my life is:
- As I move into adulthood, the most important saving idea I want to remember is:

Submission

Turn in your entire Financially Me: My Savings Habits & Strategies to your teacher once you have finalized your work in Checkpoints 1, 2, and 3.

NAME: _____

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VIDEO/AUDIO

Pay Yourself First

What + Why: Take control of your paycheck by choosing your savings before your spending chooses you.

James is an apprentice at Chip & Sons Construction. In four months, he will be eligible to take the exam for his certification, which leads to higher pay and more responsibility. The cost of the exam is \$1,200. So far, James has nothing saved to help him achieve this goal.

Each pay period, James plans to save whatever is left after paying his bills. But after splitting rent, utilities, and groceries with his roommates, grabbing dinner out a few times, picking up a designer hoodie he didn't really need, and a few other small purchases that felt fine in the moment, there never seems to be anything left.

What James spends on each pay period:

- ☒ rent
- ☒ utilities
- ☒ groceries
- ☒ eating out
- ☒ designer hoodie
- ☒ other impulse buys
- ☒ There is never any money left.



James talks to his coworker Alex about his financial situation.

James: I've been trying to save for the exam to get my certification, but something always comes up and I run out of money.



Alex: I struggled with that at first, too. Then my aunt told me about "Pay Yourself First," so I decided to try it.

James: Pay Yourself First? What's that?

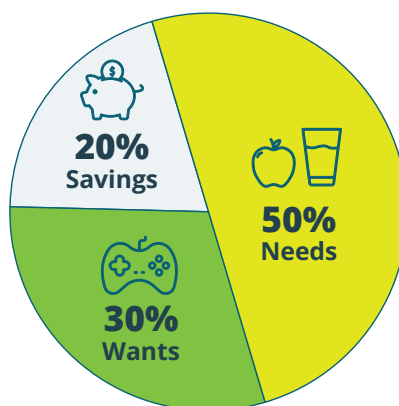
Alex: It means you put aside your savings as soon as you get paid, before you spend anything. You treat it like a bill you have to pay. Now I'm not tempted to spend money just because it's sitting in my account.

Alex: There are a couple ways you can pay yourself first. Some people choose a fixed dollar amount each paycheck. For example, my aunt earns a steady \$1,200 every paycheck. She automatically saves \$200 each time she gets paid. But that won't work for me since my paycheck fluctuates.

Fixed Dollar Amounts

\$1,200 income
– \$200 savings
—————
\$1,000 remaining

Percentage-Based



Alex: I use percentage-based savings. The amount I save adjusts automatically each payday. A common guideline for this is the 50/30/20 rule. You just divide your paycheck into 50 percent for needs, 30 percent for wants, and 20 percent for savings. That 20 percent makes saving a part of your plan from the beginning. And you should set it aside before paying for any of your needs or wants.

Question 1

James plans to implement “Pay Yourself First” to help him save for his certification. He is considering whether a percentage-based savings like the 50/30/20 rule fits his situation. Before deciding, he wants to see how his income would be divided under this guideline. James earns \$2,200 per month. If he followed the 50/30/20 rule, how much would go to each category?

- ☐ a. \$1,100 for needs; \$660 for wants; \$440 for savings.
- ☐ b. \$1,100 for wants; \$660 for needs; \$440 for savings.
- ☐ c. \$1,100 for savings; \$660 for needs; \$440 for wants.
- ☐ d. \$1,100 for needs; \$660 for savings; \$440 for wants.

Answer: a. Under the 50/30/20 rule, \$1,100 would go toward needs, \$660 toward wants, and \$440 toward savings. This guideline helps structure spending while prioritizing saving first.

James decides to try Pay Yourself First to save for his certification. The 50/30/20 split doesn't fit James' situation exactly because his needs take up more than 50 percent of his income. Like Alex's income, James' income sometimes fluctuates. But James still chooses percentage-based saving, so the amount will adjust automatically when he is paid.

This month, he will earn \$2,200. He decides to use automatic transfer to set aside 20 percent of his income into savings before spending any money. Because savings comes out first, he has less money left to spend. He'll need to be more careful about impulse buying and giving in to social pressure. Because his expenses are high, he budgets 61% of his income (or \$1,340) on needs and 19% of his income (or \$420) on wants. He'll continue saving 20% each month until he reaches his goal of \$1,200 to pay for the exam.

By following this savings plan, in four months James saves enough to pay his exam fee. (And he has money left in savings as an emergency cushion!) By paying himself first, the money devoted to savings is already set aside, so James is less likely to make impulse purchases and no longer depends on “leftover” money at the end of

MONTHLY BUDGET

ITEMS	AMOUNT
Income	\$2,200
Savings	\$440
Certification Exam Fund [^]	\$440
Needs	\$1,340
Rent [*]	\$750
Electricity [*]	\$65
Internet [*]	\$25
Groceries	\$300
Car Insurance	\$200
Wants	\$420
Dining out	\$150
Streaming subscriptions	\$50
Entertainment	\$100
Personal spending	\$120

^{*}These expenses are split with his 2 roommates.

^{**}Automatically transferred at payday.

the month. Hopefully James will continue this savings plan to help build his cushion and start aiming toward new financial goals like a down payment on a car or home!

Question 2

Which description represents the 50/30/20 budgeting rule?

- ☐ a. 50% wants, 30% needs, 20% savings
- ☐ b. 50% savings, 30% needs, 20% wants
- ☐ c. 50% needs, 30% wants, 20% savings
- ☐ d. 50% wants, 30% savings, 20% needs

Answer: c. The 50/30/20 rule divides income into 50% for needs, 30% for wants, and 20% for savings.

Question 3

What does “Pay Yourself First” mean?

- ☐ a. Focus on wants first, then expenses and savings.
- ☐ b. Save any money that is left at the end of the month.
- ☐ c. Spend money and adjust savings later.
- ☐ d. Set aside money for savings before spending.

Answer: d. Paying yourself first means saving as soon as you receive income — before spending on anything else.

Question 4

Which Pay Yourself First method works best when income fluctuates?

- ☐ a. 50/30/20 rule
- ☐ b. Fixed dollar amount
- ☐ c. Percent-based saving
- ☐ d. Saving what you can

Answer: c. Percent-based saving adjusts automatically as income changes, helping maintain consistent saving habits.

Question 5

Yuna earns \$1,200 per month and wants to save a specific amount each month to reach her goal. Which Pay Yourself First method is she using?

- ☐ a. 50/30/20 rule
- ☐ b. Fixed dollar amount
- ☐ c. Percent-based saving
- ☐ d. Saving what you can

Answer: b. Since Yuna needs to save a specific amount each month to reach her goal, setting aside a fixed dollar amount helps ensure she stays on track.

NAME: _____

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ACTIVITY

Jordan's 50/30/20

What + Why: The 50/30/20 rule helps you see where your money goes—and whether it's taking you where you want to go.

The 50/30/20 framework offers a starting point for organizing income into needs, wants, and savings. But following a percentage guideline doesn't automatically mean a plan is realistic or sustainable. In this activity, you'll evaluate whether Jordan's current spending structure supports long-term financial stability.

Supporting Materials:

Jordan's Financial Snapshot (Case Study)

Calculators (optional)

Instructions:

1. As a group, review the **Jordan's Current Monthly Expenses** table shown in **Jordan's Financial Snapshot**.
2. Answer the analysis questions using calculations and evidence from the case study.

Be prepared to share your group's conclusions during the class debrief.

Analysis Questions:

1. If Jordan followed the 50/30/20 guideline, how much of her monthly income would be allocated to needs, wants, and savings each month before adding car expenses?

Needs (50%): _____, Wants (30%): _____ Savings (20%): _____

2. How does Jordan's current spending compare to those guideline amounts?
3. Jordan currently has money left over each month. How is relying on left over money different from intentionally planning a savings amount, and why might that distinction matter?

NAME: _____

DATE: _____

INSTRUCTION

A System of Saving

What + Why: Take control of your paycheck by choosing your savings before your spending chooses you.

Saving works best when it is structured, not spontaneous. In this activity, you will examine how pre-deciding a goal, timeline, and contribution amount turns saving from wishful thinking into a reliable system that protects both financial goals and generosity.

**Instructions:**

1. Follow along and record your thinking as your teacher walks through the examples.
2. Then, answer the reflection questions.

Morgan wants to buy a \$495 smartwatch when it releases in 3 months. She earns \$800 per month.

- What does Morgan need to decide before she starts saving?
- If Morgan just says she'll try to save, what will likely happen?

Morgan's Savings Plan

Goal: \$495

Timeline: 3 months

Regular contribution amount: \$165 per month

Morgan's Monthly Budget

Income: \$800

- **Savings** (about 20% of income)
Smartwatch - \$165
- **Generosity** (about 2% of income)
Local disaster relief fund - \$15
- **Expenses** (about 28% of income)
Bus pass - \$70
Phone bill - \$60
Streaming subscriptions - \$80
Helping out at home - \$90
- **Personal/Miscellaneous** (about 50% of income)
Clothes - \$65
Outings with friends - \$100
Entertainment - \$75
Dining out - \$80

Reflection Questions:

1. Finish the sentence: "Saving works better when I _____,

rather than when I just _____."
2. What changed when Morgan decided her savings amount before spending?

NAME: _____

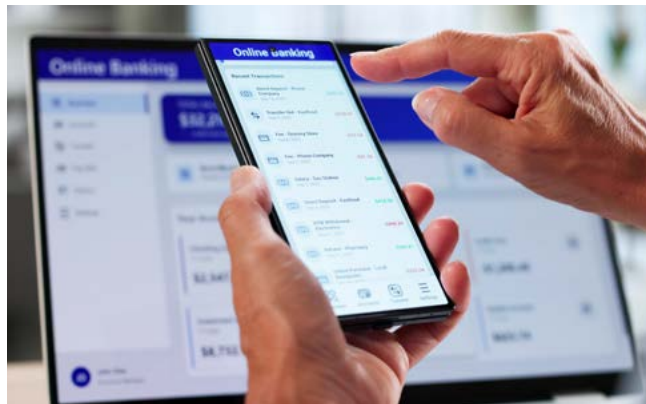
DATE: _____

ACTIVITY

Saving Strategies

What + Why: Learn which money moves protect your future from your present.

Saving sounds simple—just set money aside—but real life makes it complicated. Stress, social pressure, irregular income, and easy spending can quickly undo good intentions. That's why people use specific saving strategies to protect their goals. In this activity, you'll analyze how one strategy works in the real world and determine when it helps—and when it might fall short.

**Instructions:**

1. In your group, review your chosen saving strategy:
 - a. **Automation:** The use of systems or tools to move money automatically, such as scheduled transfers to savings.
 - b. **Pay Yourself First:** Setting aside money for savings prior to paying monthly expenses.
 - c. **Separating Saving from Spending:** Savings are placed in a different account or location to reduce access and temptation.
2. As a group, analyze your saving strategy by answering each question.

Be prepared to briefly share your strongest insight about how your strategy changes behavior with the whole group.

Assigned Strategy

☐ Automation☐ Pay Yourself First☐ Separating Saving
from Spending

1. What barrier(s) does this strategy address? (emotional, social, situational)
2. How does this strategy reduce reliance on willpower?
3. When might this strategy not work well?
4. Identify your single strongest insight about how this strategy changes behavior.
(Be prepared to share that one idea and defend it.)

NAME: _____

DATE: _____

ACTIVITY

Savings Fit Check

What + Why: Test which saving system works best when things don't go as planned.

Saving doesn't always happen under perfect conditions. A strategy that works in one situation may not work in another. In this activity, you'll evaluate which saving approach best fits a given profile and consider how plans can adjust without falling apart.

**Instructions:**

1. With your group, read your chosen profile and answer the questions provided.

Be prepared to briefly share your reasoning with the class.

Profile: _____

Identify the Best-Fit Strategy

1. Which saving strategy fits this person's situation best?
 - ☐ Automation
 - ☐ Pay Yourself First
 - ☐ Separating Saving from Spending
2. Why is this strategy the strongest match for this situation?
3. What barrier is present, and how does this strategy reduce reliance on willpower?
4. What is one limitation or trade-off this strategy might introduce?

Profile 1: Aaliyah

Aaliyah works part-time and is paid every two weeks. She plans to save, but when she feels stressed or bored, she spends money on small purchases. By the end of the month, less money remains than she expected.

Profile 2: Mateo

Mateo earns money through freelance tech work. Some months are busy; others are slow. He wants to save consistently, but a fixed amount feels risky when his income varies.

Profile 3: Priya

Priya has a steady weekend job. She sets aside savings at the beginning of the month, but when friends invite her out, she often moves money back out of savings to cover the extra spending.

Profile 4: Jamal

Jamal tried saving a large amount each month, but after an unexpected expense forced him to use it, he stopped saving. Now he feels frustrated and unsure how to restart.

NAME: _____

DATE: _____

ARTIFACT

Jordan's Transportation Plan

What + Why: Create a financial game plan for Jordan that balances independence, trade-offs, and long-term stability.

Every financial decision comes with trade-offs. Jordan wants independence, but financial stability matters too. As you build **Jordan's Transportation Plan**, consider how saving, spending, and borrowing work together. What adjustments are necessary? What risks need protection? A strong plan doesn't just solve today's problem—it reduces stress over time.

Instructions:

1. Choose one of the three formats for **Jordan's Transportation Plan** to answer the case question: *How can Jordan buy her first car in a way that meets her needs without creating long-term financial stress?*
2. Develop a clear recommendation.
3. Ensure your plan explains how the decision becomes financially sustainable.
4. Clearly address all required sections from the outline, regardless of format.
5. Use evidence from the case to support your reasoning.

NOTE: No matter which format you choose, you must clearly include all required sections. Your plan must demonstrate understanding of key concepts from each topic in this unit, including budgeting, cash flow, saving strategies, borrowing costs, and long-term financial impact. Evidence from the case study materials should be used to support every section. Use the Jordan's Transportation Plan rubric to help guide your work.

Format Options:

Advisory Memo

- Format:
 - To: Jordan
 - From: Financial Advisor
 - Subject: Transportation Plan Recommendation
 - Use section headings and strong reasoning to explain your plan.

Financial Brochure

- Design a tri-fold brochure titled: “Jordan’s Transportation Plan”
- Organize each panel around the required sections.

Timeline Plan

- Create a 6–12 month savings and adjustment timeline.
- You may include a simple chart or flow model.

Required Sections:

1. Your Recommendation

Recommend a transportation pathway for Jordan and include an explanation why this best supports Jordan’s financial stability:

- Buy the cheapest car
- Buy a mid-range car
- Buy the most expensive car
- Delay buying and save more
- Continue using alternative transportation

Jordan currently runs a deficit with all three car options. Explain specifically what must change to make the plan financially sustainable.

You may adjust Jordan’s:

- | | |
|------------|----------------------|
| • Income | • Down payment |
| • Expenses | • Saving strategy |
| • Timeline | • Borrowing strategy |

2. Saving Purpose & Risk Protection

Saving is not just about buying a car—it protects financial stability.

Explain:

- Why saving matters in Jordan's situation
- What savings buffer should Jordan maintain
- How Jordan will apply the "Pay Yourself First" method
- What financial risk this protects against

3. Trade-Offs & Long-Term Impact

- Identify at least two trade-offs involved in your recommendation.
- Explain how your approach reduces long-term financial stress.

Submission:

Turn in your completed work to your teacher.

Jordan's Transportation Plan Rubric

Criteria	4 - Strong	3 - Proficient	2- Developing	1- Beginning
Recommendation & Justification Section	Clear, well-reasoned recommendation that strongly explains why the pathway best supports financial stability. Demonstrates deep understanding of the situation.	Clear recommendation with logical explanation connected to financial stability.	Recommendation is present but explanation is vague, incomplete, or weakly connected to stability.	Recommendation is missing, unclear, or unsupported.
Financial Sustainability	Clearly explains specific adjustments that eliminate or significantly reduce the deficit. Adjustments are realistic and logically connected to the plan.	Explains adjustments that address the deficit with mostly clear reasoning. Minor gaps in explanation.	Mentions adjustments but does not clearly explain how they make the plan sustainable.	Does not address the deficit or sustainability in a meaningful way.
Saving Purpose & Risk Protection Section	Clearly explains why saving matters in Jordan's situation, identifies an appropriate savings buffer, describes a realistic "Pay Yourself First" plan, and connects it to specific financial risks.	Explains saving purpose and identifies buffer and strategy with mostly clear connections to risk.	Mentions saving and risk but explanation is limited, unclear, or partially incomplete.	Saving purpose, buffer, or risk protection is missing or inaccurate.
Trade-Offs & Long-Term Impact Section	Identifies at least two meaningful trade-offs and clearly explains how the plan reduces long-term financial stress. Demonstrates strong understanding of consequences.	Identifies at least two trade-offs and explains long-term impact with minor gaps.	Identifies one trade-off or provides limited explanation of long-term impact.	Trade-offs are missing, unclear, or not connected to long-term financial stress.
Use of Evidence & Financial Reasoning	Uses accurate evidence from the case and correctly applies all topic concepts (including budgeting, cash flow, saving strategies, borrowing costs, and long-term financial impact) throughout the plan. No major errors.	Uses relevant evidence and mostly accurate financial concepts with minor errors.	Limited, weak, or partially inaccurate use of evidence or financial concepts	Evidence is missing or financial concepts are largely inaccurate or unclear.

NAME: _____

DATE: _____

POST-QUIZ

Saving & Financial Goal Setting

What + Why: You made it to the end of the topic! This quick, ungraded quiz shows how your thinking has grown since the pre-quiz.

Instructions:

1. Answer each question as best you can.
 2. Circle the best answer for each question.
 3. Submit it when you're done.
-
1. A student sets aside money each month so they don't need to borrow when unexpected expenses happen. What is the main reason for saving in this situation?
 - ☐ a. to increase purchasing power over time
 - ☐ b. to prepare for financial goals and emergencies
 - ☐ c. to earn as much interest as possible
 - ☐ d. to avoid making any spending decisions
 2. A student earns a weekly paycheck and wants to save for a concert in three months. Which action best demonstrates an effective saving strategy?
 - ☐ a. saving any leftover money after spending each week
 - ☐ b. waiting until the month of the concert to begin saving
 - ☐ c. automatically setting aside part of each paycheck into savings
 - ☐ d. borrowing money now and planning to save later

3. After a difficult day at school, a student buys items online to feel better.
How might this behavior affect saving?
- ☐ a. It doesn't impact his saving behavior.
 - ☐ b. It improves saving by relieving stress.
 - ☐ c. It may reduce savings because emotions are driving spending decisions.
 - ☐ d. It helps build stronger financial habits.
4. A student wants to donate money regularly but is also saving for a car.
Which approach best supports both goals?
- ☐ a. Donate larger amounts now and try to catch up on saving later.
 - ☐ b. Use a credit card for the donation to keep car savings unchanged.
 - ☐ c. Set a smaller, consistent donation amount while continuing to save.
 - ☐ d. Stop saving until they can afford to donate more.

