



## “One Hen” by Katie Smith Milway

*One Hen* is written by Katie Smith Milway and illustrated by Eugenie Fernandes. Copyright 2008. Published by Kids Can Press Ltd.

### Book Jacket Description:

This is the story of how changes happen in the world, one person, one family, one community at a time. Kojo lives in a small town in Ghana, West Africa. He and his mother survive by gathering and selling firewood. When Kojo is given a small loan, he has an idea. He will use the money to buy a hen, so that they will have eggs to eat. Soon there are extra eggs to sell at the market. With the profits, Kojo buys more hens and eventually earns enough for his school fees. After finishing school, he gets a bigger loan and gradually builds up a poultry farm, hires workers and pay taxes that improve his community. Kojo is based on a real person, Kwabena Darko, who really did change his community and now is helping others do the same through a microcredit lending program. Change can happen, one person at a time.



### About Author Katie Smith Milway

Biographical information from Milway’s publisher at [www.kidscanpress.com](http://www.kidscanpress.com).

Katie Smith Milway is an author, former journalist and a partner in the Bridgespan Group - a non-profit organization that helps nonprofit and philanthropic leaders in developing strategies and building organizations that inspire and accelerate social change. Prior to joining Bridgespan, she was a senior director and founding publisher at Bain & Company where she built and managed a global team of editors and writers. Milway also has worked as a business journalist with The Wall Street Journal/Europe and Montreal Gazette, as a stringer for TIME in Guatemala, and as a researcher/writer at Harvard’s Kennedy School.

She served on the management team of the nonprofit Food for the Hungry International, coordinating programs in Africa and Latin America. She was a delegate to the 1992 Earth Summit and has authored two books and numerous articles on sustainable development and served as a resource specialist to the Salzburg Global Seminar. Her 2008 children’s book, *One Hen: How One Small Loan Made a Big Difference*, enlists children in the cause of microfinance.

Milway has had a life-long interest in writing. She began telling stories to the children she babysat and one day decided to write one of the stories down and enter a Canadian children’s fiction contest. She gets her ideas for writing from everyday life, especially watching her children develop and interact.



# LESSON PLAN - 5th & 6th Grades

## “One Hen” by Katie Smith Milway

### Lesson Plan: Goal Setting & Spending Plans

**Grade Level:** 5th-6th grades

**Content Area:** Personal Finance

**Recommended Length/Duration:** Two, 1 hour sessions

**Essential Understanding:** Setting goals will improve your chances of achieving your dreams. A spending plan, also called a budget, will help you map out the steps to reach your goal.

**Learning Goals:** The students will read about how one boy set goals, developed a way to financially and educationally meet his goals, and achieved his dream of owning a farm. The students will learn how to write a specific, measurable, attainable and time-bound goal. The students will learn how to organize a spending plan in support of a goal.

**VTDoe Standards:** Mathematics, M5:3, M5:4, M6:4 and History & Social Studies, H&SS5-6:20  
Description/Sequence:

### Session 1– 60 minutes Goal Setting

(1) Teacher reads to students *One Hen* by Katie Smith Milway. Read only through page 24. The “rest of the story” will be covered in session two.

(2) Discussion with students:

- What was the “good idea” that Kojo’s village had? (Answer: Each family promises to save a bit of money so that one family can borrow all the savings to buy something important. Each family who borrows the money, pays it back so another family may use the money.)
- What is a loan? (Answer: Money paid to someone that must be paid back.)
- How did the villagers in Kojo’s village use the money? (Answer: The Achempong family bought two cartloads of fruit and sold it for a profit at the market. The Duodu family borrowed the money to buy a second-hand sewing machine. They turned the cloth they wove into shirts and dresses to sell. Kojo’s mom used the loan to buy a cart to carry more firewood to the market and to rent the cart to people who needed transport.)

(3) Learning how to make good decisions spending your money is important. It is very easy to just quickly spend our money without thinking about it and then we have none left. Have any of you ever spent your money before you really thought about what you might buy with it? *Teacher watches for students to raise hands, make a few quick comments.*



If Kojo’s neighbors had just spent the loan money without a plan to pay it back, there would have been no money for Kojo and his mom to borrow. Can you think of a time when you made a choice to spend your money on something that also helped other people? (Answer: buying a game that you played with others—all of you had fun!; sharing a pizza you bought; saving your money for a bike and then loaning your bike to your brother or sister, etc.)

Kojo did a great job of thinking before he spent his money. He set goals. What is a goal? (Answer: Goal setting is the process of identifying something specific that someone wants to achieve.)

*Project the following goal steps and examples on overhead slides onto a screen in the classroom or download the PowerPoint slides from the 5th-6th grade lesson plan page located on the Treasurer’s Office web site. See materials section of the plan.*

**SLIDE ONE:** When we set goals for our money, the goals should be (1) specific, (2) be written so that you can measure the result; (3) be reachable; and (4) have a time deadline.

**SLIDE TWO:** Let’s look at an example. *Discuss.*

I am going to babysit my brother, earn money, and save \$15 in the next four weeks to buy a DVD.  
(reachable) (measurable) (time deadline) (specific)

*Teacher distributes a goals worksheet to each student.* Let’s write out some of Kojo’s goals and see how he finally reached his dream of owning a farm. As we go back through his story and write down his goals we’ll check to see that the goals are specific, measurable, and have a time deadline. We already know his goals were reachable because he did it! However, when you are in elementary school, it may be hard to imagine that you could achieve something as big as owning your own farm. We’ll see that by taking it step by step, Kojo was able to reach bigger and bigger goals.

**BLANK SLIDE:** *Teacher writes down (either on an overhead slide or blackboard) each goal and notes what makes the goal specific, measurable, and linked to a time deadline.*

Goal One: Borrow the money today to buy one hen to give my family more food and make a little extra money.

**Teacher observations:** Specific: yes—it tells what, how, and when. Measurable: yes—one hen, more food, extra money. Time deadline—yes, today, he knew the money was there only after his mom bought the cart and had money left over.

Goal Two: I will sell my eggs and save the money needed to buy a uniform and pay the school fees so that I can return to school.

**Teacher observations:** Specific: yes -- source of funds was egg sales, he knew how much he needed for the uniform and fee, he knew where he wanted to go. Measurable: yes—knew dollar amount and where it was coming from. Time deadline: the book doesn’t tell us how long it took him. If he knew how quickly his egg money was building up, he could have added to this goal: “I will have the money saved in one year.”



Goal Three: I will study hard and earn a scholarship to go to college to get the education I need to run my own farm.

**Teacher observations:** Specific: yes -- explains what Kojo needs to do to earn the scholarship to pay for college. Measurable: yes -- but better if he had said something like "earn an A in most of my studies"; also he would know whether he got the scholarship. Time deadline: yes -- at the age he was eligible to go to college.

Goal Four: I will get a loan from the bank to buy 900 hens to start my own poultry farm.

**Teacher observations:** Specific: We don't know how much he needed to borrow, but Kojo had to ask the bank for a specific amount to borrow. If we knew the amount, we could say, "Get a loan for \$2,000 to buy . . ." Measurable: yes -- would know the amount needed to borrow, would know whether he got the loan; and would know how many hens he bought. Time deadline: No -- but we could change it to read, "In the next six months, get a loan for \$2,000 to buy . . ."

If Kojo had not accomplished each goal, would he have been able to reach his final goal of owning his own farm? *Allow discussion.* (Answer: Writing down a goal is especially helpful if your plan is not working out. Kojo might have found that people in his area didn't want to buy his eggs. If that were the case, he would have to think about something else he could do to earn money and build that money into something he could use to achieve his final goal of owning a farm. However, in this story, Kojo was able to step by step reach each goal, which allowed him to keep going forward.

**SLIDE THREE:** Visual of blocks and goals.

If you write down your goals, you will be more likely to take steps to reach your goal and ultimately, accomplish your goal. When it comes to money, goal-setting can help you use your money in the best way possible.

## Session 2– 60 minutes **Writing a Spending Plan or Budget**

(1) Teacher shows students the book read in the previous lesson, *One Hen* by Katie Smith Milway. In our last lesson, we read the story about Kojo and how he was able to reach his goal of owning a farm. Kojo started with one hen and used the money he made from that one hen to buy more hens, go to school, go to college, and then get a loan and start a poultry farm.

- We learned that writing down goals makes it more likely we will achieve our goals.
- We learned that goals need to be specific, measurable, have a time deadline, and be reachable.
- We practiced writing down Kojo's goals and talked about those goals.

Did you know that the story of Kojo is actually based on the true story of a man named Kwabena Darko? I'm going to read to you his story. (pages 28-29) *Also, on the "One Hen" web site there is a 6 minute video that tells the true story of Kwabena Darko. If a school has the technology to project the video from the internet onto a screen, along with the soundtrack, this would be an interesting way to both show and tell his story. The web site is located at [www.onehen.org](http://www.onehen.org). Click on the center of the page "Learn the Story." Click on "Watch a video of Kwabena."*



(2) Today, we're going to look at the next step we can take to achieve our goals and that is to write a plan. One tool that we can all use to reach our money goals is to write a plan to spend and save our money. A money plan is also called a budget. We're now going to help one of the families in "One Hen" put together a spending plan. In the book, we read briefly about the Duodu (suggested pronunciation DEW-OH-DEW) family. They had the chance to use the village's loan fund before Kojo and his mother. They used the money to buy a second-hand sewing machine. Their plan was to turn the cloth they were weaving into shirts and dresses to sell. We're going to pretend that we are a part of that family.

*Teacher passes out Duodu spending plan worksheet to each student. Depending on the math ability of the class, the teacher may choose to have the students work individually on the worksheet before there is a class discussion or go step by step as a group through the questions.*

**SLIDE FOUR:** Helping the Duodu family.

The Duodu family has borrowed \$100 from the village loan fund. They must pay the money back in 5 months. The family already weaves their own cloth and they sell it in the market. However, they can make more money if they take their cloth and turn it into shirts, skirts and shawls and sell those in the market. The family uses the \$100 to buy a second-hand sewing machine.

**SLIDE FIVE:** Some key terms.

Loan: Money paid to someone that must be paid back. (Give example)

Price: The cost of something that is bought or sold, usually a particular amount of money is required before the exchange takes place.

Profit: The amount by which income is greater than the related expenses. (Give example)

Earn: To get money by working for it.

*Teacher now goes step by step through each of the seven questions.*

**BLANK SLIDE:** *Teacher writes down (either on an overhead slide or blackboard) the math problems for each of the questions.*

The first part of a spending plan is knowing what your income is (how much money you have available to pay for things) and knowing what your expenses are (how much money things will cost you). We're first going to look at what the Duodu's monthly expenses are.

First question: In order to have \$100 to pay back the village loan fund in 5 months, how much money must the Duodu family save each month?

$$100 \div 5 = 20 \quad \text{Answer } \$20$$

Second question: On your worksheet you see the items that the Duodu family will be selling and how much it costs them to make each item. It costs them \$3 to make a shirt, \$2 to make a shawl, and \$2 to make a skirt. They will sell their clothes 5 days a week at the market. Each day they can sell 3 shirts, 2 shawls, and 2 skirts. How much does it cost them each day to make the clothes they sell?



$$\begin{array}{r} 2 (2 \text{ dollars}) \times 3 (\text{shirts}) = 6 \quad \$6 \\ 1 (\text{dollar}) \times 2 (\text{shawls}) = 2 \quad \$2 \\ 2 (\text{dollars}) \times 2 (\text{skirts}) = 4 \quad + \$4 \\ \text{Daily Total Cost:} \quad \$12 \quad \text{Answer } \$12 \end{array}$$

Third question: What does it cost the Duodu family to make the clothes they will sell each week? Each month?

$$12 \times 5 (\text{market days}) = 60 \quad \text{Answer } \$60 \quad 60 \times 4 (\text{weeks}) = 240 \quad \text{Answer } \$240$$

Fourth question: The Duodu family has weekly living expenses of \$25. They spend that much money on their food, shelter and other things that they need. What does it cost the Duodu family a month to pay for their living expenses?

$$25 \times 4 (\text{weeks}) = 100 \quad \text{Answer } \$100$$

Fifth question: Looking at the family's overall monthly expenses for their business, their living expenses, and loan savings, what is the family's total expenses each month?

$$20 (\text{loan savings}) + 240 (\text{business costs}) + 100 (\text{living expenses}) = 360 \quad \text{Answer } \$360$$

We now know that the Duodu's total expenses for the month are \$360. Flip over your worksheet and let's write this information down in the correct blanks. *Complete all expense blanks.*

Now, let's see how much money the Duodu's need to make (profit) from their business to cover all of their expenses.

Sixth question: The Duodu family can sell each day at the market 7 pieces of clothing. If they go to the market 5 days a week, how many pieces of clothing can they sell each week? Each month?

$$7 (\text{clothing items}) \times 5 (\text{market days}) = 35 \quad \text{Answer } 35 \text{ items each week}$$

$$35 (\text{clothing items}) \times 4 (\text{weeks per month}) = 140 \quad \text{Answer } 140 \text{ items sold per month}$$

Seventh question: We know it costs the Duodu's \$240 a month to make their clothing. How much do they need to add to the price of each item in order to make a large enough profit to cover all of their expenses for the month?

$$360 (\text{money needed}) - 240 (\text{cost to make clothes}) = 120 \quad \text{Answer } \$120 \text{ more needed to reach } \$360$$

$$120 (\text{money needed}) \div 140 (\text{items made each month}) = 0.857 \quad \text{Answer } 86 \text{ ¢ (cents)}$$

Thanks to your hard work, the Duodu family now knows that when they sell each item of clothing they need to add 86 cents to the price of each item to have \$360 at the end of each month to cover their expenses!

$$140 (\text{items made}) \times .86 = \$120.40 \quad \$240 (\text{cost to make clothes}) + 120.40 (\text{profit}) = \$360.40$$



If lots of people want their clothes and they can't make more of them, the family could increase the price for the clothes they are making and have even more money! Let's write down the information on the Duodu family income on our worksheet. *Complete income blanks.*

**SLIDE SIX:** *Projects completed worksheet for all of the students to see.*

You can see by looking at this money plan or budget, that it was very helpful for the Duodu's to figure out what their expenses were and how much money they needed to earn. What would have happened if the Duodu's didn't think in advance about how much profit they needed and just guessed and only charged 50 cents more for each item they sold? (Answer: They wouldn't have enough money to cover their expenses and they wouldn't be able to pay back the loan to the village.)

**(3)** All of you did a great job today helping the Duodu family. Just think, if you can do a spending plan for this family, you can do a spending plan or budget for yourself. Just remember:

**SLIDE SEVEN:**

- Set a goal
- Look at what it will cost you to reach that goal (expenses).
- Look at where you will earn the money to cover those expenses (income).
- Set a reachable timeline to begin step by step to reach your goal.

**Materials Needed:**

1. *One Hen* by Katie Smith Milway
2. Setting goals worksheet for each student, copied from enclosed master
3. Duodu spending plan worksheet for each student, copied from enclosed master
4. Overhead slides made of masters OR save PowerPoint slides from the web. Go to [www.MoneyEd.Vermont.gov](http://www.MoneyEd.Vermont.gov). Click on "Reading is an Investment" in the right-side menu. Select "5th & 6th Grade Lesson."

**Supplemental Information:**

Be sure and check out the *One Hen* web site. In addition to the video on Kwabena Darko, there are games and other activities listed for students.

# Goal Setting Worksheet

In the book *One Hen*, Kojo is a boy who set goals, found a way to financially and educationally meet his goals, and achieved his dream of owning a farm. There were steps that Kojo had to take to realize his goals. In the space below, write four goals that Kojo worked toward and achieved. Parts of the story are included to help you write your goals.



**Remember goals need to be specific, measurable, reachable and linked to a time deadline!**

**“Kojo’s idea is to buy a hen. He and his mother will eat some of the eggs it lays and sell the rest at the market.”**

**GOAL ONE:**

**“Selling eggs at the market has given Kojo some savings . . . Maybe he can pay for something he’s been dreaming of: fees and a uniform so that he can go back to school .”**

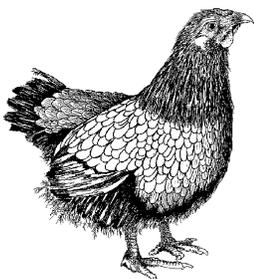
**GOAL TWO:**

**“His dreams are growing bigger, but now he sees that he will need more education to make them come true. Kojo studies even harder and wins a scholarship to an agricultural college to learn more about farming. At college Kojo’s dreams start to take shape - the shape of a farm of his own.”**

**GOAL THREE:**

**“After Kojo finishes college, he decides to take a big risk. He will use all the money he and his mother have saved to start a real poultry farm . . . Now he needs hens - 900 of them - to start the farm. He needs another loan - and a big one.”**

**GOAL FOUR:**



# Duodu Spending Plan Worksheet



The Duodu family has borrowed \$100 from the village fund. They must pay the money back in 5 months. The family already weaves their own cloth and they sell it in the market. However, they can make more money if they take their cloth and turn it into shirts, skirts and shawls and sell those in the market. The family uses the \$100 to buy a second-hand sewing machine. You can help the Duodu family put a spending plan or budget in place to help them pay back the loan from the village. Answer the following 7 questions.

**(1) In order to have \$100 to pay back the village loan fund in 5 months, how much money must the Duodu family save each month?**

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \quad \text{ANSWER: } \underline{\hspace{2cm}}$$

**(2) It will cost the Duodu family \$2 to make a shirt, \$1 to make a shawl and \$2 to make a skirt. Each day they can sell 3 shirts, 2 shawls and 2 skirts. They will sell at the market five days a week. How much does it cost them each day to make the clothes they sell?**

$$\underline{\hspace{1cm}} \text{ (dollars)} \times \underline{\hspace{1cm}} \text{ (shirts)} = \underline{\hspace{1cm}} \text{ TOTAL a}$$

$$a + b + c = \underline{\hspace{1cm}} \text{ (daily total cost)}$$

$$\underline{\hspace{1cm}} \text{ (dollars)} \times \underline{\hspace{1cm}} \text{ (shawls)} = \underline{\hspace{1cm}} \text{ TOTAL b}$$

$$\text{ANSWER: } \underline{\hspace{2cm}}$$

$$\underline{\hspace{1cm}} \text{ (dollars)} \times \underline{\hspace{1cm}} \text{ (skirts)} = \underline{\hspace{1cm}} \text{ TOTAL c}$$

**(3) What does it cost the Duodu family to make the clothes they sell each week? Each month?**

$$\underline{\hspace{1cm}} \text{ (answer from \#2)} \times \underline{\hspace{1cm}} \text{ (weekly days at market)} = \underline{\hspace{1cm}} \text{ (cost per week)}$$

$$\underline{\hspace{1cm}} \text{ (answer from above)} \times \underline{\hspace{1cm}} \text{ (weeks in a month)} = \underline{\hspace{1cm}} \text{ (cost per month)}$$

**(4) The Duodu family has weekly living expenses of \$25. They spend that money on their food, shelter and other things that they need. What does it cost the Duodu family a month to pay for their living expenses?**

$$\underline{\hspace{1cm}} \text{ (weekly living cost)} \times \underline{\hspace{1cm}} \text{ (weeks in a month)} = \underline{\hspace{1cm}} \text{ (cost per month)}$$

**(5) Looking at the family's overall monthly expenses for their business, their living expenses and loan savings, what is the family's total expenses each month?**

$$\underline{\hspace{1cm}} \text{ (loan savings)} + \underline{\hspace{1cm}} \text{ (business costs per month)} + \underline{\hspace{1cm}} \text{ (living expenses)} = \underline{\hspace{1cm}} \text{ (total expenses per month)}$$

**(6) The Duodu family can sell each day at the market 7 pieces of clothing. If they go to the market 5 days a week, how many pieces of clothing can they sell each week? Each month?**

$$\underline{\hspace{1cm}} \text{ (clothing items)} \times \underline{\hspace{1cm}} \text{ (weekly market days)} = \underline{\hspace{1cm}} \text{ (items sold per week)}$$

$$\underline{\hspace{1cm}} \text{ (answer from above)} \times \underline{\hspace{1cm}} \text{ (weeks in a month)} = \underline{\hspace{1cm}} \text{ (items sold per month)}$$

**(7) We know it costs the Duodu's \$240 a month to make their clothing. How much do they need to add to the price of each item of clothing in order to make a profit large enough to cover their monthly expenses that were figured in question 5?**

$$\underline{\hspace{1cm}} \text{ (total expenses per month)} - \underline{\hspace{1cm}} \text{ (monthly cost to make the clothes)} = \underline{\hspace{1cm}} \text{ (dollars needed to meet total expense costs)}$$

$$\underline{\hspace{1cm}} \text{ (answer from above)} \div \underline{\hspace{1cm}} \text{ (clothing items made per month)} = \underline{\hspace{1cm}} \text{ (amount must add to price of each item)}$$

# Duodu Monthly Budget

A budget is a spending plan for managing money through a specific period of time. Most budgets include a time frame, income, expense categories, estimated costs, actual costs, and savings. This spending plan for the Duodu family will help them figure out their total monthly expenses and make sure they have the income to cover business expenses, living expenses and saving for their village loan payment due in 5 months.

## TOTALS

### INCOME:

(How much money you have available to pay for things.)

---

### EXPENSES:

(How much money things will cost you.)

Monthly Business Expenses:

Monthly Living Expenses:

Monthly Savings for Village Loan:

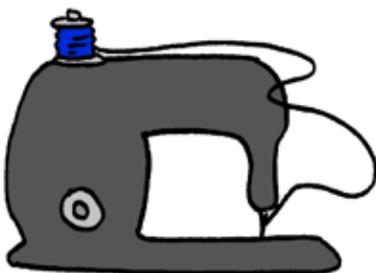
+

---

**Total Expenses:**

---

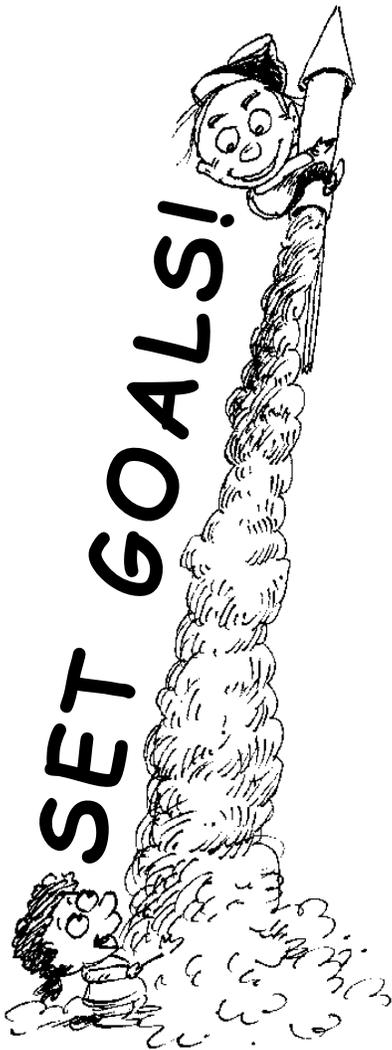
A budget is called a balanced budget when the total expenses are equal to the total income. Look at the Duodu family's total expenses. Look at the family's income. If the numbers are equal, the budget is balanced! If the income is greater than the expenses, there is more money to save and spend on things. If the income is less than the expenses, more money is needed to cover those costs or cuts (spending less) must be made in the expenses area.



# Goals should be . . .

- Specific

- Be written so you can measure the result



- Be reachable

- Have a time deadline



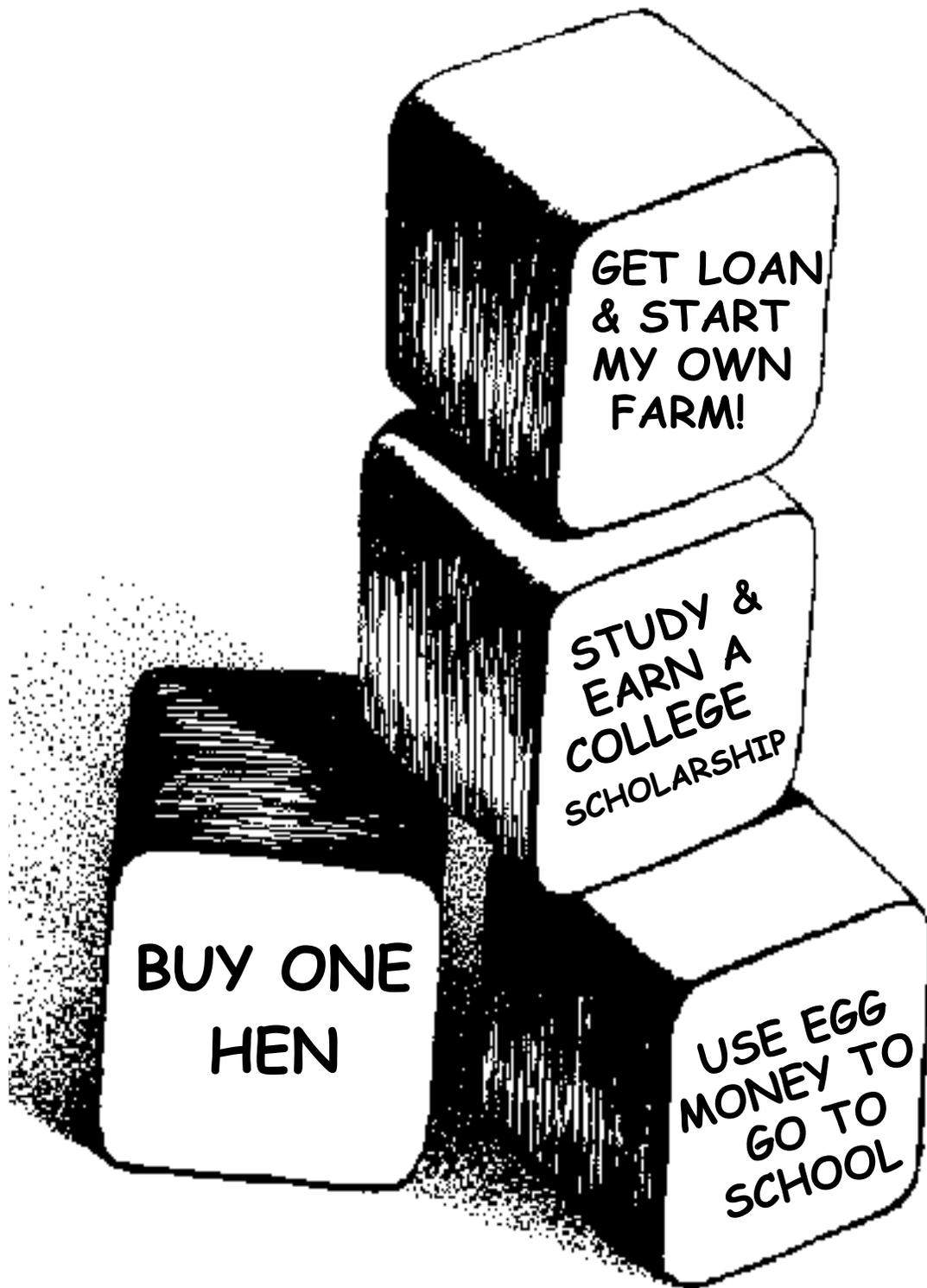
I am going to  
babysit my  
brother, earn  
money, and  
save \$15 in  
the next four  
weeks to buy a  
DVD!

**REACHABLE**

**MEASURABLE**

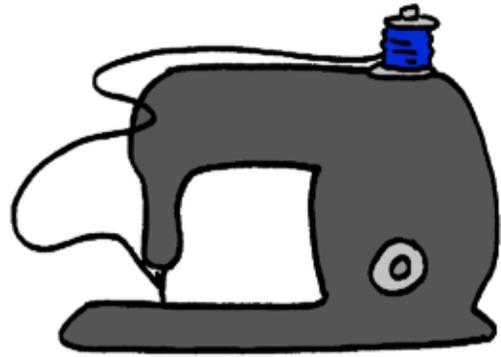
**TIME DEADLINE**

**SPECIFIC**



**Build off your goals  
step by step!**

**Let's help the  
Duodu family!**



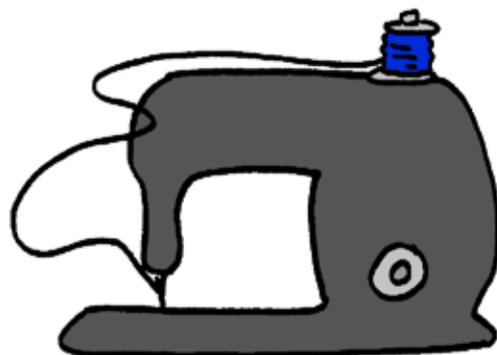
The Duodu family has borrowed \$100 from the village loan fund. They must pay the money back in 5 months. The family already weaves their own cloth and they sell it in the market. However, they can make more money if they take their cloth and turn it into shirts, skirts and shawls and sell those in the market. The family uses the \$100 to buy a second-hand sewing machine.

**Loan:** Money paid to someone that must be paid back.

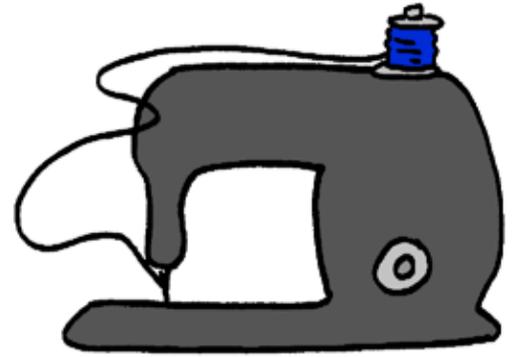
**Price:** The cost of something that is bought or sold, usually a particular amount of money is required before the exchange takes place.

**Profit:** The amount by which income is greater than the related expenses.

**Earn:** To get money by working for it.



# Duodu Monthly Budget



## INCOME:

(How much money you have available to pay for things.)

### TOTALS

**360**

---

## EXPENSES:

(How much money things will cost you.)

Monthly Business Expenses:

**240**

Monthly Living Expenses:

**100**

Monthly Savings for Village Loan:

**+ 20**

---

**Total Expenses:**

**360**

---

A budget is called a **balanced budget** when the total expenses are equal to the total income. Look at the Duodu family's total expenses. Look at the family's income. If the numbers are equal, the budget is balanced! If the income is greater than the expenses, there is more money to save and spend on things. If the income is less than the expenses, more money is needed to cover those costs or cuts (spending less) must be made in the expenses area.

# Just remember . . .

- Set a goal
  - Look at what it will cost you to reach that goal (expenses)
    - Look at where you will earn the money to cover those expenses (income)
  - Set a reachable timeline to begin step by step to reach your goal

