

## Lesson Plan

<b>Lesson Title/Description:</b> The Value of Money	
	<b>Time Allotted for this Lesson:</b> 20-30 minutes
<p><b>Goals (i.e. Oregon financial literacy standards)</b></p> <p>K.15 Identify various forms of money and explain how money is used</p>	<p><b>Objectives (What do they need to learn and how will you know if they learned it):</b></p> <p>Students will understand worth of current American monetary systems as well as past systems through their completion of a skit, a glossary of terms, and a financial literacy diagram.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>-Understand values associated with money</li> <li>-Practice computations</li> <li>-Know symbols associated with money</li> <li>-Learn financial terms</li> </ul>
<p><b>Biz Kids Episode: if only a small clip (or clips), include the beginning and end of time segments used.</b></p> <p>Video lesson 408-Value of Money</p>	
<p><b>Materials/Equipment/Supplies/Technology/Preparation:</b></p> <ul style="list-style-type: none"> <li>-Biz Kids Video Lesson 408</li> <li>-Physical examples of currency (American cash, Pesos, Yen, Notes, etc)</li> <li>-10 copies of fake \$1, \$10, \$20, \$50, \$100 bills</li> <li>-American grocery store scene</li> <li>-Group made work sheet</li> </ul>	
<p><b>Procedures: Step-by-step process explaining what will occur during the lesson (i.e. hook/attention-getter, student activities, etc.)</b></p> <p>Step 1: Show kids pictures of the different kinds of currency from different countries. Explain that each country has their own money system to buy items, invest, and earn. Discuss terms associated with financial literacy: currency, economy, exchange rate, fluctuates, inflation, etc. Ask students to create personal illustrated glossaries using sketches or cartoons to visually represent the meaning of each term.</p> <p>Step 2: Show a short clip from the Biz Kids video-The Value of Money; about the worth of American money today. This can lead into a discussion about how the value of money has changed over time and what used to be used for trading in the past instead of physical cash and coins.</p> <p>Step 3: Using fake money, show kids parts of the American money system: \$100, \$50, \$20, \$10, \$5, \$1, Quarters, Nickels, Dimes, and Pennies.</p> <p>Step 4: Set up an American grocery scene, or you can use an image and have students act out their shopping scenarios. You can either bring actual items or just bring pictures. In groups of 3-4, give each group a different amount of “money” to spend at the store using the above-mentioned 10 units of American money.</p> <p>Step 5: Have kids come back and present what items they have bought and let them compare and contrast the value of the products with the amount of money that had spent. Each group creates</p>	

their own diagram of these comparisons so groups can see what can be bought for each budgeted amount.

Step 6: Make a list of what the kids think what money is used for outside of stores and markets.

**Assessment/determining proficiency:**

Students will be assessed on their completion of a skit, a glossary of terms, and a financial literacy diagram.