### Financial literacy objectives

At the end of this lesson, students will:
- understand the concepts of earning, savings, and budgeting.

### Curriculum expectations

#### Language, Grades 1-8 (2006)

**Language**

**Writing**

1.2 Developing ideas: generate ideas about a potential topic and identify those most appropriate for the purpose.
1.3 Research: gather information to support ideas for writing using a variety of strategies and a range of print and electronic resources.
3.1 Spelling familiar words: spell familiar words correctly.
3.7 Use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout.

**Media literacy**

3.4 Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques.
### The money dilemma: A comic strip

#### Assessment
- Use: The money dilemma rubric (Appendix C)
- Collect: Money terms crossword (Appendix D)

#### What you need
- Comic graphic organizer (Appendix A)
- Computer lab (optional)
- Bitstrips or related comic strip software
- Comic template (Appendix B)
- The money dilemma rubric (Appendix C)
- Student copies of Money terms crossword (Appendix D)

#### Minds on

**The $10.00 bill**
Before students enter the classroom, place a $10 bill (real or play money) on the floor in the middle of the room.

Once seated, prompt students to notice the bill. Pick the money up off the floor.

**Think-Pair-Share**
Have students talk with a partner for a few moments and then give advice about what they believe the teacher should do with the money he/she has just found. Discuss and evaluate options.

Introduce the target words—cost, earn, save, spend, purchase—and ask students to help define each term.

Write the following questions on the board or use a place mat strategy in table groups to elicit responses to the following:
1. What costs $10?
2. What would you have to do to earn $10?
3. Why might you save $10?
4. What would you purchase with $10?

Have students write their responses to the questions on the board or on a place mat under the appropriate headings.

Point out to the class that the value of $10 means different things to different people. Use the differences in students’ responses as a way to invite students to consider how the person who lost the money might feel about his/her loss.
Action

Activity: Creating a comic strip
Review the comic strip activity with students. Explain that students will have an opportunity to create a comic strip that involves the actions of a character who finds $10 on the ground. Use an online program such as Bitstrips, Comic Life, or other appropriate/school licensed comic software to create the comic.
(Note: You can change scenarios to connect to issues or dilemmas related to money in your students’ community.)

Creating the Comic Strip Without a Computer:
If a lab is not available, have students complete the same assignment using the Comic template (Appendix B), on which they will write and draw the final draft of their comic.

Instruction: Exploring the features of a comic
Explain the medium of the comic strip and share exemplars on screen from newspapers or popular comics that students of this age enjoy. Using the models, point out features of the comic including the sequence of drawings and the dialogue format used in this medium.

Explain that students should use dialogue to convey how the character feels, what he/she does with the money, and how he/she comes to his/her decision at the end of the comic. Encourage students to add humour, when appropriate.

For this activity, students can create life-like or imagined characters and should be instructed to incorporate elements of design into their final product through font selection and size, use of colour, etc.”

Rough draft
Hand out the Comic graphic organizer (Appendix A) and help students plan the content of their comic in advance of creating the comic online or on the template provided.

Instruct students to incorporate the money terms (cost, earn, save, purchase) into the dialogue.

Tips for teachers planning to use Bitstrips:
• Go to the website: www.bitstripsforschools.com
• Create a teacher login by clicking the “Ontario Teachers -account!” option. Enter your school board, school, and e-mail address. Set up your class by adding the students’ names under the “Students” tab at the top. You may wish to create an avatar of yourself using the “Character” tab.
• In order to create the assignment for the students, go to the “Activity” tab and click “Create a New Activity”. Give the activity a title, write in your instructions for the students, and choose a language.
The money dilemma: A comic strip

Consolidation/debrief

In small groups, have students exchange their comics and identify two things they like most about the final product.

To extend learning, discuss the following with the class:
1. Did you get excited when you saw money on the floor? Why do you think people have that reaction when they see money?
2. What do you think is the honest thing to do when you find something that you know belongs to someone else?
3. Did anyone disagree with the way certain characters in the comic strips handled the situation? Explain.

Ticket out the door crossword
Invite students to complete the Money terms crossword (Appendix D) as their ticket out the door.
**SITUATION:** You discover a $10.00 bill on the floor in your classroom. You are all by yourself and the room is empty. Invent a character and tell us what he/she does with it?

Please use some of the following words in your comic strip:

- ✔ cost
- ✔ earn
- ✔ save
- ✔ spend
- ✔ purchase
- ✔ honest

<table>
<thead>
<tr>
<th>Who is your main character?</th>
<th>What is your character going to do with the money?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where does the comic take place?</th>
<th>How does your character decide what to do with the money?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

*InspireFinancialLearning.ca*
Title: ___________________________ Created by: ____________________

Comic template
The money dilemma: A comic strip

The money dilemma rubric

Student name: ____________________________________________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of content</td>
<td>Demonstrates limited understanding of target vocabulary.</td>
<td>Demonstrates some understanding of target vocabulary.</td>
<td>Demonstrates considerable understanding of target vocabulary.</td>
<td>Demonstrates a high degree of understanding of target vocabulary.</td>
</tr>
<tr>
<td>Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of critical/creative thinking</td>
<td>Uses limited critical/creative thinking in the comic portrayal of the ethical dilemma and its solution.</td>
<td>Uses some critical/creative thinking in the comic portrayal of the ethical dilemma and its solution.</td>
<td>Uses considerable critical/creative thinking in the comic portrayal of the ethical dilemma and its solution.</td>
<td>Uses a high degree of critical/creative thinking in the comic portrayal of the ethical dilemma and its solution.</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expression and organization of ideas and information</td>
<td>Expresses and organizes ideas with limited effectiveness.</td>
<td>Expresses and organizes ideas with some effectiveness.</td>
<td>Expresses and organizes ideas with considerable effectiveness.</td>
<td>Expresses and organizes ideas with a high degree of effectiveness.</td>
</tr>
<tr>
<td>Application</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of knowledge and skills</td>
<td>Applies knowledge of vocabulary, spelling and grammar with limited effectiveness.</td>
<td>Applies knowledge of vocabulary, spelling and grammar with some effectiveness.</td>
<td>Applies knowledge of vocabulary, spelling and grammar with considerable effectiveness.</td>
<td>Applies knowledge of vocabulary, spelling and grammar with a high degree of effectiveness.</td>
</tr>
</tbody>
</table>

Comments: ________________________________________________________________

________________________________________________________________________

Mark: _______________________________  Parent initial: ___________________________
Money terms crossword

Down
1. To use up the money you have
2. To buy something
3. When you put aside money so it will grow

Across
4. When you do a job and you make money
5. Being truthful and doing what’s right
6. Asking price or how much does this item ________? 

6 of 6 words were placed into the puzzle.

Created by Puzzlemaker at DiscoveryEducation.com