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| About this Lesson |
| In this lesson, students assess and evaluate money advice from family members and experts in the community by conducting interviews about how different people earn, save and spend money. |

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| **Grade Level** | **Course(s)/subject(s)** | **Learning Goal(s)** | **Suggested**  **Timing** |
| 6 | Language | At the end of this lesson, students will:   * enhance vocabulary related to money * identify ways that money can be earned by adults and use their earnings * identify reasons that a person may wish to save money * identify tools to help save money and age-appropriate saving goals * compare benefits and costs of spending decisions | 40 minutes (+ one week for homework) |

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| Curriculum Links |
| Language, grades 1-8 (2006) Language  Writing   1. Generate, gather and organize ideas and information to write for an intended purpose and audience. 2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience. 3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively. 4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process. |

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| Inquiry Question |
| What strategies do people use to decide how much money to earn, to spend, and to save? |

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| Materials List |
| * Interview Guide: Give me your two cents worth, please (Appendix A) * Advice Template for Wallet (Appendix B) * Rubric (Appendix C) |

| **Timing**  (Mins.) | **Lesson Sequence** | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| MINDS ON | | |
| 5-10 minutes | WHOLE CLASS  Ask students what is the meaning of the phrase “Give your two cents worth.” (If they are unfamiliar, teach them the term “idiom.”)  Ask students to consider a variety of scenarios and to think of whom they would turn to for help. Some prompts may include: help to solve a math problem, help with developing a sports skill, help fixing a bicycle, etc.  Ask students to discuss why they would turn to the persons identified. How do they decide if the person from whom they are seeking advice is trustworthy or credible? | Assessment FOR Learning (Teacher) |
| PAIRS  Think-pair-share  Have students work in pairs to identify people they know in their community that they could ask for advice about saving and spending money (e.g., family members, friends, people who work with money).  Help students understand and identify who some of the financial experts in their community might be. What is it about these people that make them experts and, therefore, trustworthy sources? | Assessment FOR Learning (Peer) |

| **Timing**  (Mins.) | **Lesson Sequence** | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| MINDS ON (cont’d.) | | |
|  | Context for Learning   * Ensure students have someone they can talk to before assigning the problem, whether that is a caregiver or a teacher at the school. * Prepare them with knowledge and strategies for conducting interviews before beginning the lesson. |  |
| ACTION | | |
| 20-30 minutes | WHOLE CLASS  Instruction   * Inform students that they will be conducting interviews to find out what people in their community know about money. They will have one week to collect this information. * Explain to students that they are to use the Interview Guide (Appendix A) to assist in formulating their questions and to record information. Provide tips and advice on how to conduct an interview. * Distribute three copies of the Interview Guide and define any financial terms that students might encounter during their interviews. Terms should include: *earning, saving, borrowing and investing.* * Model sample questions and help students construct three of their own questions on the handout. * Tell students that after they have completed their interviews, they will have an opportunity to read through all of their findings and identify three pieces of advice about saving or investing money that are most significant to them. They will share their three top pieces of advice with the class and explain why these were chosen.   REMINDER: Students should have parental permission and be supervised when contacting any adults outside their family. |  |

| **Timing**  (Mins.) | **Lesson Sequence** | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| ACTION (cont’d.) | | |
|  | INDIVIDUALLY  Option I: Create an Advice Template for Wallet (Appendix B) and place this card in your wallet as a reminder of the money wisdom you have collected.  Option II: Present or display your favourite piece(s) of advice on large chart paper or poster board in classroom. | Assessment AS Learning (Self) |
| CONSOLIDATION/DEBRIEF | | |
| 10-15 minutes | WHOLE CLASS  After the interviews have been conducted, use the following questions to encourage a class discussion:   1. What are some of the similarities and differences you noticed concerning what people said about saving and spending money? 2. Consider all the saving strategies described. Describe one strategy you might apply if you wanted to save money for something important. 3. What was the most difficult part of conducting an interview with an adult? What would you do differently next time? 4. How did you decide whom to interview for this activity? 5. Why do you think interviewing an experienced adult is a good way to learn about saving and spending money? | Assessment AS Learning (Teacher Observation) |

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| Interview Guide: Give me your two cents worth, please |
| Name of interviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name of person being interviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_\_\_\_\_  **Questions**   1. Did you earn money at my age? How?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. How do you make decisions about what you spend money on?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. How do you save money? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. Where do you keep your savings? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. Have you ever borrowed money? Please explain.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. What was the most challenging money decision you ever made?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. What advice would you give to young people about managing money?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Additional questions**  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**APPENDIX A**

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| Advice Template for Wallet |
| Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Three pieces of advice that I would like to remember are:   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**APPENDIX B**

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| Rubric  **APPENDIX C** |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Category** | **Level 1** | **Level 2** | | **Level 3** | | **Level 4** | | | **Knowledge  of Content** | Demonstrates limited understanding of target vocabulary. | | Demonstrates some understanding of target vocabulary. | | Demonstrates considerable understanding of target vocabulary. | | Demonstrates outstanding understanding of target vocabulary. | | **Thinking Use of Processing Skills** | Uses processing skills with limited effectiveness. | | Uses processing skills with some effectiveness. | | Uses processing skills with considerable effectiveness. | | Uses processing skills with a high degree of effectiveness. | | **Communication Expression and Organization of Ideas and Information** | Expresses limited ideas, planning and organization of information. | | Expresses some ideas, planning and organization of information. | | Expresses considerable ideas, planning and organization of information. | | Expresses ideas, a high degree of planning and organization of information. | | **Application  Transfer of Knowledge and Skills** | Transfers interview information and ideas to expected assignment format with limited effectiveness. | | Transfers key information and ideas to expected assignment format with some effectiveness. | | Transfers interview information and ideas to expected assignment format with considerable effectiveness. | | Transfers interview information and ideas to expected assignment format with a high degree of effectiveness. |   Comments:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Mark: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent initials: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |