

A PENNY EARNED

Purpose: This lesson helps students understand there is a relationship between working and buying items they want and/or need. It complements the activity “Shopping Spree” (see *Shopping Spree* third grade activity for CD.7.A).

Time: 30 minutes **Group Size:** small group or class **Grade Level:** K-3

Note: This lesson lends itself well to providing older students an opportunity to apply concepts of budgeting and planning, i.e., financial awareness. An activity in the form of an extension to this lesson is provided at the end of this lesson. See [Extension for Older Students](#)

Lesson Materials: A “piggy bank” or other “saving money” container, coins to put into bank, Student Thinking Paper: [I Want and I Need](#); crayons/colored pencils

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand CD: Career Development

Big Idea: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.





Concept: CD.7.A. Integration of self knowledge into life and career planning

American School Counselor Association (ASCA) Domain/Standard:

Domain: Academic Development (AD)

AD Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

This lesson may be used to complement any MCGP Unit/Lesson emphasizing workers, working, earning and saving money or a classroom unit addressing financial awareness, economics of working and earning money. The following MCGP Units/lessons are examples:

2nd Grade CD.7.A,B,C Unit: [Making Connections](#)  
3rd Grade CD.7.A,B,C Unit: [Targeting Careers](#)  

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
	Communication Arts
X	Mathematics 1. addition, subtraction, multiplication and division
X	Social Studies 4. economic concepts
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect (for work)	X	Goal Setting		

Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:

Students draw an item they want and an item they need, a minimum of 3 jobs they can do to earn money for the items and where they will keep money they earn.

Lesson Preparation/Motivation

Essential Questions: Where do people get money to buy the things they need and want? How old do you have to be to earn money to buy the things you need and want?

Engagement (Hook): See Lesson

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>(Take piggy bank to class with you)</i> <i>Systematically listen to students' thinking about earning money by working. Make note of misconceptions and/or difficulty participating in any aspect of this lesson.</i></p> <p><i>Hook:</i> Drop a few coins into the piggy bank without saying a word. After a few coins have been put in the bank, begin telling students that there once was a boy named Lamar who wanted a skateboard. If you were Lamar and you wanted a skateboard how would you get it? (Ask students to respond; write responses on board.)</p> <ol style="list-style-type: none"> 1. Transition to this lesson: Tell students that Lamar's parents told him that he may buy the skateboard—when he EARNS money to buy it. Evaluate their responses to the "HOOK" question (how they would get the skateboard). Put a \$ by responses that indicate earning and saving money for the skateboard. 2. Introduce lesson: Write the words "earn" and "save" on the board. Invite students to define the words. Emphasize that earning and saving go hand-in-hand to help us buy things we need and want. 3. Ask students to suggest extra jobs Lamar could do to earn the money such as cleaning up yards, walking dogs or making and selling a product. Ask students to remind themselves of the reason Lamar wants to work to earn money (to buy something he WANTS) 4. SHOW-ME...SHOUT-OUT...ONE-AT-A-TIME (inside shouts). Why do the adults in your family want to work? List reasons on board. <p>Compare and relate the reason Lamar wanted to work to earn money with reasons the adults in their families want to work. Emphasize that adults have jobs so they can earn money to provide necessities (needs) as well as luxuries (wants) for their families.</p>	<p><i>Students:</i> During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Watch with curiosity as school counselor drops coins into the bank.</p> <p>Volunteer to tell how you would get a skateboard.</p> <ol style="list-style-type: none"> 1. Evaluate responses: Which ones indicate earning and/or saving money to get the skateboard. 2. Contribute definitions of "earn" and "save". 3. Contribute ideas about ways Lamar can earn money. 4. Participate in SHOW-ME...SHOUT-OUT...ONE-AT-A-TIME (inside shouts). Contribute ideas to each list. <p>In what ways are Lamar's reasons for doing extra jobs similar to the reasons adults in families work?</p>

Professional School Counselor Procedures:	Student Involvement:
<p>5. Begin a two-column chart: label columns: NEEDS and WANTS. Invite students to define each word. Under NEEDS write (<i>necessities</i>) under WANTS write (<i>luxuries</i>). Explain the relationships of the words to each other.</p> <p>Ask students if they would put Lamar’s skateboard in the NEEDS or WANTS column. Write “skateboard” in the WANTS column.</p> <p>SHOW-ME...SHOUT-OUT...ONE-AT-A-TIME (inside shouts): Every NEED you can think of in one minute; list responses under NEEDS. Repeat for WANTS.</p> <p>6. Give examples of necessities (needs) and luxuries (wants). Help students differentiate between need and want. Compare and contrast lists generated in Step 5. Invite clarifying questions from students. Correct (as appropriate) any misconceptions or indications of inability to differentiate between needs and wants. <i>Note: Your knowledge of the cognitive development of your younger children will determine the level at which they will be able to differentiate between “wants” and “needs”—the may need more concrete and/or hands-on examples.</i></p> <p>Emphasize that money to buy needs AND wants is a benefit of working.</p> <p>ASSESSMENT: Content: Distribute Student Thinking Paper <i>I Want and I Need</i>. Give students time to look it over; explain directions and invite clarifying questions.</p> <p>Remind students to include: pictures of items they need and want and a minimum of 3 jobs each can do to earn money. Draw a picture of where they will keep the money they earn (e.g., savings account @ bank, piggy bank, cigar box).</p> <p>Tell students to turn to a shoulder-partner and talk with each other about their wants and needs and how they will earn the money. Invite volunteers to tell the class about their earning and saving plans.</p> <p>Invite volunteers to share ideas with class.</p> <p>ASSESSMENT: Personalization of Content: Call students’ attention to the Reflection/Projection section of their thinking paper. Read the unfinished sentences and guide students as they complete them.</p>	<p>5. Volunteer to define NEEDS or WANTS.</p> <p>Is Lamar’s skateboard a NEED or a WANT? Is it a necessity for living every day or is it a luxury—something that would be NICE to have?</p> <p>Participate in SHOW-ME...SHOUT-OUT...ONE-AT-A-TIME (inside shouts)</p> <p>6. Review the list of NEEDS and WANTS class generated during SHOW-ME...SHOUT OUT in Step 5. Think about how you can/will differentiate and evaluate needs and wants. Ask topic-relevant clarifying questions.</p> <p>ASSESSMENT: Content: Look over the thinking paper; ask clarifying questions if directions are unclear. Follow school counselor’s instructions with integrity (honestly and thoughtfully).</p> <p>Follow school counselor’s instructions; talk with shoulder partner about needs and wants and how money will be earned. Ask him or her for other ideas about earning money.</p> <p>Volunteer to share one idea for earning and saving money with the whole class.</p> <p>ASSESSMENT: Personalization of Content: Complete the Reflection/Projection section of thinking paper.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>Invite volunteers to read one of their sentences to classmates.</p> <p>CLOSURE: SHOW-ME...SHOUT-OUT...ALL-AT-ONCE (inside shouts): One idea/learning that you will remember forever.</p> <p>SHOW-ME...SHOUT-OUT...ONE-AT-A-TIME (inside shouts): (Essential Questions) Where do adults and young people get money to buy the things they need and want? How old do you have to be to earn money to buy the things you need and want?</p> <p>Review concepts of <i>working, earning money</i> and <i>planning</i> in order to buy necessities as well as luxuries. Emphasize that it is important for us to know what we want and need in order to plan for our future.</p> <p>Before collecting thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher might read the papers. Is that OK? If it's not "OK," write "PLEASE DO NOT SHARE" at top of paper.</p> <p><i>Before next lesson, review student thinking paper drawings of needs and wants, depiction of 3 jobs they can do to earn money and their reflection/projection sentences. Assess students' (age appropriate) level of awareness about wants/needs and earning money to buy what they need and want. In addition, review writing for age-appropriate command of conventions of standard written English and ability to articulate thoughts and feelings in 1st person language.</i></p> <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write "PLEASE DO NOT SHARE" on papers. Personally deliver papers to those students after your review.</i></p> <p>Extension of Lesson for Older Students: Following is an example of an activity that will expand the thinking of older students by providing an opportunity for them to practice budgeting. Group students in teams to solve Lamar's money problem together.</p> <p>The task is to establish an earnings and saving plan for Lamar You are to determine how much Lamar will have to save to buy the skateboard and develop a plan</p>	<p>Volunteer to read one reflection/projection sentence.</p> <p>CLOSURE: Participate in SHOW-ME...SHOUT-OUT...ALL-AT-ONCE: One idea</p> <p>SHOW-ME...SHOUT-OUT...ONE-AT-A-TIME (inside shouts): Answer school counselor's questions.</p> <p>Listen and think about school counselor's review of the lesson. Consider the reasons you might want to work in the future.</p> <p>If you want your responses to be private between you and your school counselor, write "PLEASE DO NOT SHARE" at top of paper</p> <p>Older Students: Participate in the following activity as school counselor instructs.</p> <p>Meet with group members to begin task:</p> <p>Recall Lamar's want: a skateboard for which he has to earn the money to buy. Develop a plan and a timeline so he can buy the skateboard ASAP.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>with a timeline for earning and saving. The scenario:</p> <p>Lamar earns an allowance of \$6.00 per week. His parents established the following guidelines for his use of his allowance:</p> <p>Save (for 5 years) = 1/3 (can't spend this money) Share with others who have less than he = 1/3 Spend for things he wants = 1/3 (discretionary \$)</p> <ul style="list-style-type: none"> • How much does the skateboard cost? • If he doesn't do any extra jobs and he doesn't spend any of his discretionary money for things he wants like soda, how long will it take Lamar to save enough to buy the skateboard? • Estimate the amount Lamar could earn by doing each job identified in Step 3. • How many jobs would he have to do to earn enough for the skateboard? Estimate how long it would take him to earn the money. <p>Set-up an earning and savings plan for Lamar (use all of Lamar's sources of income).</p> <p>Each team describes earning and savings plan (including timeline) to classmates. Invite comments/critiques of plans.</p>	<p>What are the \$ amounts Lamar must put into each category (Save/Share/Spend) each week?</p> <p>Where can you find information about the cost of skateboards? If you were Lamar, what kind of skateboard do you think Lamar would you want? How much will it cost? Work with team members to complete the steps as directed by school counselor.</p> <p>Develop a plan and a timeline.</p> <p>Describe team's plan to rest of class; ask for feedback and comments about the plan.</p>

Classroom Teacher Follow-Up Activities

Provide classroom teacher with a copy of the lesson and the [*I Want and I Need*](#) thinking paper

Provide classroom teacher with a brief overview of the lessons and copies of materials used during lesson.

Summarize Systematic Observations: Identify persistent misconceptions that may adversely influence students' thinking about earning money by working and the importance of planning and saving for items they want/need. Identify students who were hesitant or had difficulty participating in any aspect of this lesson.

Consult with Classroom Teacher: Discuss your systematic observations. Consider age-typical/age-atypical cognitive development regarding cause and effect and other abstract relationships (youngest students may not be ready to make cognitive connection of work and earning money or planning beyond today). Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of a lack of awareness/understanding of working to earn money. Is it evidenced in the classroom as, for example, not taking responsibility for work?

Collaborate with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about money and working. Responsive Services involvement might be indicated (e.g., individual/group counseling working together and planning for a goal).

Encourage him or her to extend the learning by talking about work, workers and contributions of work and workers to everyday life (e.g., school workers, community workers, workers who deliver goods to the school). Point out that this activity complements classroom units regarding financial responsibility.

If the student behaviors are limited to classroom guidance lessons, consider reasons, e.g., What unique factors might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

I WANT AND I NEED...

Directions: In the upper part, draw a picture of something you want (luxury) **and** something you need (necessity); in the lower portion draw pictures of 3 jobs you can/will do to earn money either for something you want or something that will help your family buy things it needs. In the lower right-hand corner, draw a picture of where you will keep money until you save enough to buy what you want/need.

I WANT

I NEED

THREE JOBS I CAN DO TO EARN MONEY FOR MY NEEDS & WANTS

Draw a picture of where you will keep the \$\$ you earn (e.g., piggy bank).

Reflection/Projection: Complete the unfinished sentences below:

Adults and young people work to _____.

As a result of this lesson, I learned I _____.

From now on, when I want something I _____.