

ELEMENTARY SCHOOL | GRADES 3–5

Facilitator Guide

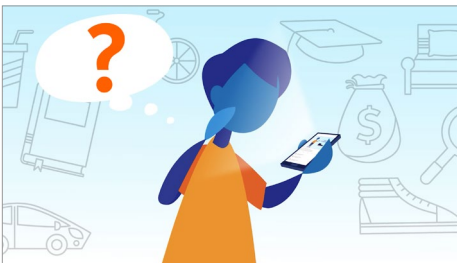
Title

Financial Sense Video Series

Videos in the Financial Sense Series



Saving



Spending



Earning

Check back for additional videos
launching in the future!

Overview

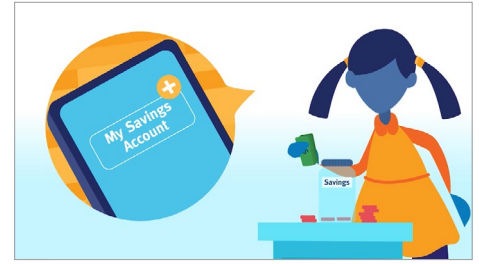
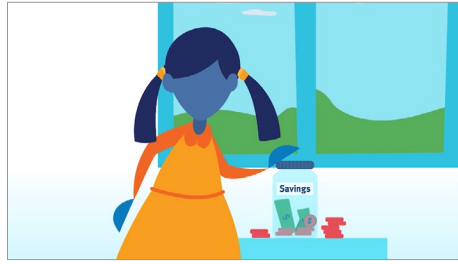
[Financial Sense](#) is a series of short, animated videos that help young students learn how to make good financial decisions. They will encounter a wide range of financial concepts and be encouraged to think about the financial choices they will face in the future. Topics include [saving](#), [spending](#), and [earning](#) money, and the videos can be used in any order or independently.

This facilitator guide includes materials for each video, including:

- **Activation strategies** to help introduce each video or topic
- **Discussion prompts** to spark conversation
- Brief **activity recommendations** to extend learning
- Popular **children's books** that relate to the topic
- Links to in-depth **lessons** tied to the videos with recommendations for abbreviation

These materials are designed for use in a variety of educational settings, including afterschool programs and clubs, classrooms, and elsewhere. Facilitators can be volunteers, program leaders, parents, educators, or anyone else with an interest in helping young people gain financial knowledge. With this wide range of uses in mind, the materials are very flexible. While the videos are intended for students in grades three through five, they can be used with both younger and older children as needed.

[Financial Sense](#) is part of the [Pathway to Financial Success in Schools](#) program, made possible through a partnership between Discover and Discovery Education. Additional materials—including resources for middle and high school students—can be found at pathwayinschools.com.



Video 1| Saving

Overview

This [video](#) emphasizes the importance of saving money and highlights the choice between spending now or saving for the future. Children are encouraged to consider their options when saving money. Bank accounts are encouraged as a way to keep money secure with the potential to earn interest. Through relatable scenarios and simple explanations, the video empowers children to make wise spending decisions that align with their savings goals.



Activation Strategies

Begin the session with one of the following strategies:

- Ask a question and solicit responses. Consider using one or more of the following:
 - Have you ever thought about what you could do with your money? Let's talk about the fun of saving and how it helps us achieve our goals.
 - Do you ever find it hard to decide what to do with your money? Today, we're going to explore the exciting world of saving and how it can help you reach your goals.
 - Imagine you have some money and you're not sure what to do with it. Would you spend it right away or save it for something special? Let's discover the benefits of saving together.
 - Have you ever wondered why some people save their money instead of spending it all? Let's embark on a journey to uncover the magic of saving and how it can shape our futures.
- Share a personal example of the first time you remember saving money. Why were you saving it? What were you saving the money for? Are you glad you saved the money? Did you find saving the money easy or hard? Tell students that you're going to watch a video about saving money and some of the things to think about when saving.



Discussion Prompts

- **General**
 - What did you learn from the video about saving money?
 - Do you have any questions or want to clear up anything that you heard in the video?
- **Reasons to Save**
 - Can you name some reasons why saving money is important?
 - How does saving money now help you in the future?

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- How can saving money help you be prepared for unexpected events?
- Can you think of any other benefits of saving money besides reaching your goals?
- **Where to Save**
 - Do you think it's better for kids to keep their money in a bank or at home? Why? What about adults?
 - Had you heard the terms deposit or interest before watching this video? What do those terms mean when it comes to saving money?
 - Have you ever visited a bank or taken money to a bank to deposit into a savings account?
- **Savings Goals**
 - Have you ever had a special goal you wanted to save money for? What was it?
 - Have you ever experienced the feeling of achieving a savings goal? How did it feel?
 - Do you think saving money is more fun when you have a specific goal in mind? Why or why not?
 - What are some examples of things you might save money for in the future?
- **Spending and Saving Decisions**
 - Do you think it's okay to spend money on things you enjoy now, even if you're saving for something else?
 - Have you ever faced a choice between spending money and saving it? What did you choose, and why?
 - How do you think your saving habits might change as you grow older?



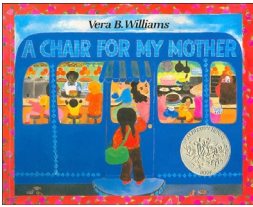
Activity Suggestions

- **Savings Jars:** Provide students with empty jars or containers and art supplies to decorate them. Encourage them to label each jar with savings goals inspired by the video. They can be specific categories, such as Toy Funds, Adventure Funds, Gift Funds, or Emergency Savings.
- **Savings Goal Collage:** Invite students to cut out pictures from magazines or print images from the internet that represent their savings goals. Encourage them to consider both items they can purchase and experiences they might want to have.
- **Savings Tracker Chart:** Help students design a savings tracker chart where they can record their progress toward their goals. This can be a fun way to visually see how close they are getting to reaching their targets. Options range from a thermometer-style image that gets filled in over time to a spreadsheet that tracks the amount of money they have saved.
- **Budget Simulation:** Give each student or pair of students a set amount of play money or items to represent money, such as tokens or beans. Challenge them to decide how to divide this amount between spending, saving, and donating. This hands-on activity reinforces the concept of making choices with money. For a math connection, create pie charts from the results.
- **Savings Roleplay:** Divide students into small groups and give each group a scenario related to saving money, such as deciding whether to buy a new toy or save for a bike. Challenge students to act out the scenarios and discuss the pros and cons of each decision.

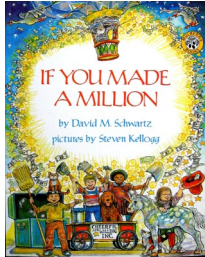


Children's Book Connections

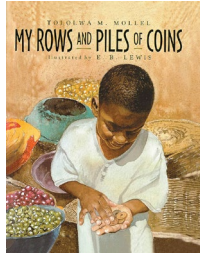
Consider reading one of these books to continue the conversation about saving money.



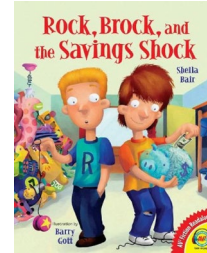
A Chair for My Mother
by Vera B. Williams



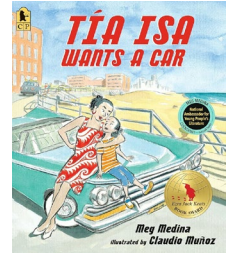
If You Made a Million
by David Schwartz



My Rows and Piles of Coins
by Tololwa M. Mollel



Rock, Brock, and the Savings Shock
by Sheila Bair



Tia Isa Wants a Car
by Meg Medina



In-Depth Lesson: Superhero Savings

Pathway to Financial Success
Lesson 5: Saving Money | Chapter 5: Financial Sense Classroom Series | Saving

Title
Superhero Savings

LEARNING OBJECTIVES
Students will:

- **Language Arts:** Narrative writing, including character and plot development.
- **Math:** Data collection, including creating a bar chart.
- **Personal Finance:** Saving money, including reasons people save, saving money in bank accounts versus at home, setting savings goals, and the personal nature of savings decisions.

CONTENT CONNECTIONS
Students will:

- **Evaluate** reasons people decide to save money.
- **Connect** saving money to a bank account with keeping it at home.
- **Describe** reasons people vary in their decisions to spend or save money.
- **Develop** a superhero with powers related to saving money.

Overview
What would it take to encourage you to save money? In this lesson, students explore the concepts of spending and saving money through interactive activities, a video on saving, and a creative superhero-themed project. The lesson begins with the class constructing a graph to represent their answers to a question about what they would do if given \$50. Following this, they watch the short, animated video that delves into the choices people make when deciding to save money, including where to keep it and why they might save in the first place. The lesson continues with students considering familiar superheroes and their powers. Students then turn to developing their own savings-themed superheroes with unique powers and attributes, connecting their imaginative creations to what they learned about saving.

Common Core ELA Standards

- **CC.ELA.LITERACY.3.3.** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
- **CC.ELA.LITERACY.3.4.** Establish a situation and introduce a narrative and/or characters, organize an event sequence that builds naturally.
- **CC.ELA.LITERACY.3.5.A.** Follow the reader by establishing a situation and introducing a narrative and/or characters, organize an event sequence that builds naturally.

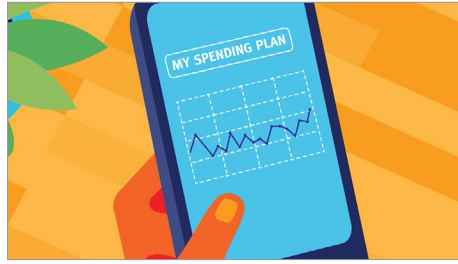
Common Core Math Standards

- **CC.MATH.CONTENT.3.BD.B.2.** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one and two-step "how many more?" and "how many less?" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

In [this lesson](#), students explore the concepts of spending and saving money through interactive activities, a video on saving, and a creative superhero-themed project. The lesson begins with the class constructing a graph to represent their answers to a question about what they would do if given \$50. Following this, they watch the short, animated video that delves into the choices people make when deciding to save money, including where to keep it and why they might save in the first place. The lesson continues with students considering familiar superheroes and their powers. Students then turn to developing their own savings-themed superheroes with unique powers and attributes, connecting their imaginative creations to what they learned about saving.

No Time for a Full Lesson?

Consider having students do just the brainstorming portion of [this lesson](#) with or without the **My Savings Superhero Graphic Organizer**.



Video 2 | Spending

Overview

This [video](#) emphasizes the importance of making wise spending choices. It addresses the concept of scarcity and the need to balance your wants with the resources you have available. Students are encouraged to be thoughtful before making purchases and to remember that spending wisely now is crucial to achieving financial success in the future. Through relatable scenarios and simple explanations, the video empowers children to prioritize their spending decisions, fostering responsible financial habits early on.



Activation Strategies

Begin the session with one of the following strategies:

- Ask a question and solicit responses. Consider using one or more of the following:
 - Can you remember a time when you saw something in a store or online that you really wanted to buy? Today, we're going to learn about making wise decisions with our money, so we can enjoy the things we want without spending all our money at once.
 - How do you decide to spend money when you want more than one thing? Our video today will help us learn how to make choices that are right for us.
 - Have you ever had the urge to spend all your money on something you want right now? Today, we'll learn why it's important to consider our spending choices and how to make decisions that will assist us in reaching our goals.
 - Do you think it's important to think carefully before buying something? Our video today will show us how to be smart with our spending choices.
- Share an example of a recent spending decision that you made. What were your options? What did you decide? What factors went into your decision? Let students know that you're going to watch a video that discusses spending choices and how to make informed spending decisions.



Discussion Prompts

- **General**
 - What did you learn from the video about spending money?
 - Do you have any questions or want to clear anything up that you heard in the video?

- **Personal Spending**

- Can you think of some things you want to spend money on right now? How do you decide which ones are most important?
- What are some examples of things you *need* to spend money on versus things you want to spend money on?
- How do you feel when you have to say no to buying something you really want?
- Have you ever regretted a purchase you made? What did you learn from that experience?
- How do you think your spending habits might change as you get older?

- **Spending Decisions**

- Why is it important to consider how much money you have before making a purchase?
- What is scarcity, and how does it affect our spending decisions?
- Can you describe a time when you had to choose between buying two things you wanted? How did you make your decision?
- Why is it important to think about the consequences of spending money before making a purchase?
- What are some strategies you can use to avoid impulse spending?
- Can you think of any ways to spend less money on things you want to buy?

- **Influences on Spending**

- Have you ever experienced wanting something because your friends have it or because of an advertisement? How did you handle it?
- How can you resist peer pressure to spend money on things you don't really need or want?

- **Opinions about Spending**

- Do you think it's okay to spend all your money on things you want right away? Why or why not?
- Do you think spending money on experiences (like going to a movie or amusement park) is different from spending money on things (like games or clothes)? How so?



Activity Suggestions

- **Spending A to Z:** Challenge students to create a list of 26 things they might spend money on—one for each letter of the alphabet.
- **Cost Comparison:** Encourage students to think critically about their spending choices. Show a variety of items (in person or on slides) along with their prices. Examples include competing brands of items (including name brands and store brands), prices from different stores or sources, and buying items new and used. Direct students to compare the options and discuss which items offer better value for their money.
- **Simple Budgets:** Give each student a set amount of money or items to represent money, such as beans or tokens. Challenge them to divide their money between a set of spending needs and wants, such as housing, food, entertainment, spending, and donating. With older students, invite them to brainstorm the categories that should be included.
- **Pretend Store:** Invite students to play the roles of shopkeepers and customers by setting up a pretend store with various items and price tags. Students can take turns selling and buying items.
- **Debating Spending Choices:** Divide students into groups and assign them various spending scenarios to debate. For example, one group may argue for spending money on experiences, while another group argues for saving for the future.
- **Spending Charades:** Divide students into groups and play a game of charades with spending-related terms and examples, such as coupons, making a decision, peer pressure, commercials, discounts, needs, and wants.

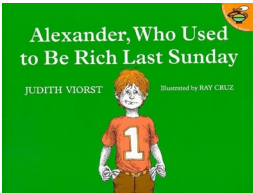
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In Schools

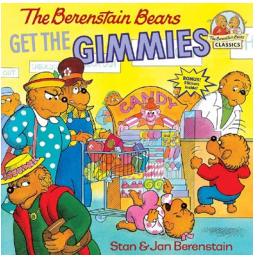


Children's Book Connections

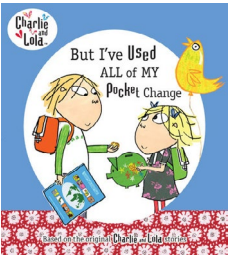
Stories that feature characters making good—and sometimes not-so-good—spending choices can serve as another springboard for discussion. Consider one of these:



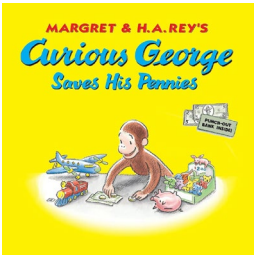
Alexander, Who Used to Be Rich Last Sunday
by Judith Viorst



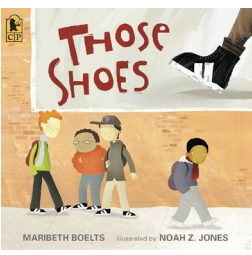
Berenstain Bears Get the Gimmies
by Stan and Jan Berenstain



But I've Used All of My Pocket Change
by Lauren Child



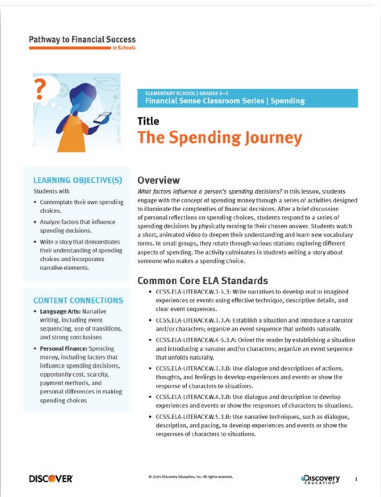
Curious George Saves His Pennies
by Margret and H.A. Rey



Those Shoes
by Maribeth Boelts



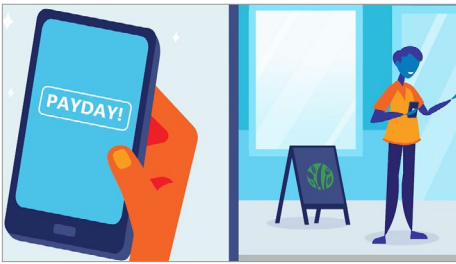
In-Depth Lesson: The Spending Journey



In [this lesson](#), students engage with the concept of spending money through a series of activities designed to illuminate the complexities of financial decisions. After a brief discussion of personal reflections on spending choices, students respond to a series of spending decisions by physically moving to their chosen answer. Students watch the short, animated video to deepen their understanding and learn new vocabulary terms. In small groups, they rotate through various stations, exploring different aspects of spending. The activity culminates in students writing a story about someone who makes a spending choice.

Need something quicker?

Invite students to respond to the **Pick a Path Prompts** from the “Engage” section of [the lesson](#) by standing up or sitting down.



Video 3 | Earning

Overview

This [video](#) introduces children to the concept of earning money or "income" through various means such as jobs, skills, and entrepreneurship. It emphasizes the importance of work as a means of earning income, discusses different ways people are paid, and touches on the role of taxes in supporting community needs. By showcasing how earning money helps fulfill both needs and wants, the video encourages students to recognize the value of work in achieving financial success.



Activation Strategies

Begin the session with one of the following strategies:

- Ask a question and solicit responses. Consider using one or more of the following:
 - Have you ever wondered how people earn money? Let's explore the exciting world of earning income together.
 - How do you think people get paid for their work? Let's unravel the mysteries of earning income together!
 - Have you ever wondered why some people have jobs while others create their own businesses? Let's watch a video that answers these questions and more!
 - Do you know why some people earn more money than others? Let's explore the factors that influence income in this video.
 - Let's talk about the importance of work and earning money. What does it mean to you to have a job or pursue your passions? We're going to watch a video that explores how people earn money.
- Share a story about the first job you ever had. What was it? How did you obtain it? Did you enjoy it? What did you learn from it? Tell students that you're going to watch a video about different ways people earn money.

Note: Consider the age of the students with whom you are working. Maybe the first "job" to which they would relate would be receiving an allowance to complete a household chore, for example.



Discussion Prompts

- **General**
 - What did you learn from the video about earning money?
 - Do you have any questions or want to clear anything up that you heard in the video?
- **Future Earning Plans**
 - Have you ever thought about what job you might want to have when you grow up? What would you like to do?

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- What are some examples of skills or talents you have that could potentially earn you money?
- How does earning money fit into your own goals and aspirations for the future?
- **Earning Money**
 - How does earning money help people afford the things they need and want?
 - Can you name some different ways people earn income?
 - Why do you think some jobs pay more than others?
 - What are some factors that might influence how much money someone can earn in their job or business?
 - Can you think of any ways people might use their earnings to support their families or communities?
 - How can learning about earning money help us make better decisions about our future careers?
 - What are some ways people might use their earnings to make a positive impact on the world?
- **Entrepreneurship**
 - Have you ever heard of someone starting their own business? What do you think it takes to be an entrepreneur?
 - Can you think of any examples of famous entrepreneurs?
- **Taxes**
 - How do we benefit from the taxes people pay on their earnings?
 - What role do you think taxes play in our communities? Why are they necessary?
- **Opinions about Earning and Taxes**
 - Should children be paid to do chores or jobs around the house? If so, which jobs and how should the amount of pay be decided?
 - Do you think it's fair that some of the money people earn goes to taxes? Why or why not?
 - Do you think everyone has the same opportunities to earn money? Why or why not?



Activity Suggestions

- **Big Dreams Vision Boards:** Provide materials for students to create vision boards or collages depicting their future career aspirations. They can include images, words, and symbols representing their dream jobs, goals, and aspirations for the future.
- **Career Day Dress-Up:** Host a "career day" where students dress up as their future career selves and share their aspirations with classmates. They can describe their chosen professions and explain why they are interested in pursuing them.
- **Job Interview Roleplay:** Invite students to make up questions they think might be asked of people applying for specific jobs. Roleplay answering the questions. Discuss what other things employers might look for when hiring people.
- **Entrepreneurship Showcase:** Give students time to work in small groups to develop an idea for a new business. What would the business do? Who would its customers be? How would they advertise or market their goods or services? Provide time for each group to showcase their business ideas. This can be further extended by encouraging students to design marketing materials, set up booths, and practice pitching their ideas with a short "elevator pitch."
- **Income Calculations:** Provide students with examples of how to calculate hypothetical incomes based on different

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In Schools

jobs and pay rates. For example, provide an hourly rate of pay and multiply that rate by the number of hours worked to obtain the gross pay amount. Then, direct students to subtract an amount equal to about 20% of the gross pay amount, or one-fifth, to represent taxes being withheld. With younger students, provide this amount based on your own calculations. The final amount will be the net pay or take-home pay. Explore how factors such as the number of hours worked and the hourly wage affect total earnings. Alternatively, start with an annual salary and divide that into weekly or biweekly amounts.

- **Community Service:** Point out that not everyone who works is paid. Discuss people who volunteer to make a difference in the community. Challenge students to think of potential community service projects that might allow them to volunteer their time and skills to help others.

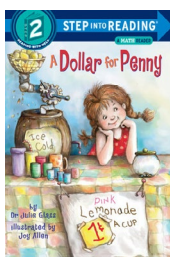


Children's Book Connections

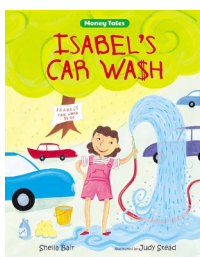
Many books include characters who earn money or start a business. Below are several that do this or touch on other topics related to earning money.



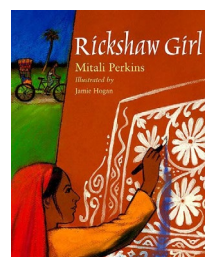
Berenstain Bears & Mama's New Job
by Stan and Jan Berenstain



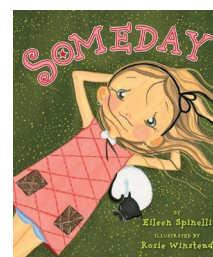
Dollar For Penny
by Julie Glass



Isabel's Car Wash
by Sheila Bair



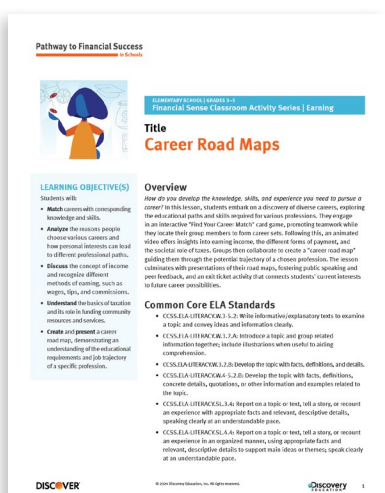
Rickshaw Girl
by Mitali Perkins



Someday
by Eileen Spinelli



In-Depth Lesson: Career Road Maps



In [this lesson](#), students embark on a discovery of diverse careers, exploring the educational paths and skills required for various professions. They engage in an interactive "Find Your Career Match" card game, promoting teamwork while they locate their group members to form career sets. Following this, the animated video offers insights into earning income, the different forms of payment, and the societal role of taxes. Groups then collaborate to create a "career road map," guiding them through the potential trajectory of a chosen profession. The lesson culminates with presentations of their road maps, fostering public speaking and peer feedback, and an exit ticket activity that connects students' current interests to future career possibilities.

Not looking for a full lesson?

Use only the "Engage" section of [this lesson](#) and the **Find Your Career Match** cards.