



Children's Museum of Houston

Pre/Post Classroom Activities

Careers in A Classroom Economy

Rationale:

It is common for primary students to be familiar with their family's work patterns and spending habits. When they are able to identify the relationship between employers, employees, pay checks, and the connections these have with the services at the bank, they gain a sense of being a part of a real economy. By taking on community type role in a dynamic classroom economy, students learn the value of responsibility, earning a paycheck, using a bank account, and keeping track of deposits.

TEKS Objectives:

Economics:

3.6 (A) identify ways of earning, spending, and saving money

Math:

3.14 (A) identify the mathematics in everyday situations

3.15 (D) use tools such as real objects, manipulatives, and technology to solve problems

Social Studies:

11(B) identify examples of actions individuals and groups can take to improve the community

9(B) identify services commonly provided by local governments

Background

Community leaders are discussed in elementary classrooms and students are generally familiar with the basic roles that each play in society. In this activity, students gain an understanding of community, careers options, and earning a salary while engaging in role play to reinforce learned concepts. The classroom becomes a working community, provides opportunities to take responsibility for earning a salary, and making choices to spend or save earnings. After engaging in this activity, students will be able to identify career opportunities in their community, the value of earning a salary, and basic concepts of saving and spending. Ongoing use of a classroom economy can support a classroom management system founded on reinforcing financial literacy. Students will be able to further explore banking activities in the *Kidtropolis* exhibit.

Vocabulary

Career:

This is your work or job for which you receive special training. You can have choices of careers based on your interests, strengths, and talents.

Salary:

The amount you will be paid for the work you do.

Employee

This is the role of a worker at the place of work.

Responsibility:

Taking care and concern for the job you are given and the money you are paid.

Banker:

One of the many careers at a bank that is responsible for large amounts of money.

Wallet:

Your personal property. This is where you keep your money until you make a deposit at the bank or spend it.

Account Register:

This is where you keep track of how much money has been added and subtracted from your bank account on paper. You add what you deposit and subtract what you spend.

Pay Day: The day of the week or month that you are paid your salary.

Role: Your responsibility, or your part in the community.

Materials:

- Monopoly /Xerox copied play money
- Small white letter envelopes
- Dollar sign name tags
- Career picture icons

Obtain from

- Monopoly game board resources
Math department resources
- school office or teacher supply
- Black line master
- Black line master

Procedure

Set up:

- Use career picture icons to organize student name assignments. (Library book pockets work well with small index cards or clothes pins with student names)
- Set a salary (appropriate to the math skill ability for addition) for each employee to earn each week.
- Establish a weekly payday.
- Ask students to decorate, and label money wallets using small white envelopes.

What to do:

1. Discuss the roles of each career in the community and assign a role to each student in the classroom. Office managers can be assigned in multiples to fill the class with careers.
2. Explain that work well done will be paid more than work duties not performed well.
3. Ask the classroom banker to pay each employee a salary (pre-established by the teacher) and direct students to save funds in their bank account envelopes.
4. Ask students to make decisions on whether to keep the money in their wallet or make a deposit into their account at the bank for safety.
5. Ask student teller to accept money from the students that want to make a deposit
6. Ask student depositors to make a deposit entry into their student bank registers
7. Ask students to discuss their decisions on where money was deposited. (savings or checking).

Hint: (Discuss the difference between keeping large amounts of cash in a wallet and the safety of depositing the same amount in a bank. Wallets get lost! Deposits at the bank are safer.)

Questions to ask:

- What would cause some careers to be paid more than others?
- What are the advantages of depositing your salary at the bank instead of holding onto cash?
- What happens when you lose your wallet?
- Why is it important to keep track of your deposits in a bank register?

Extension:

Ask students to discuss create a T-Chart comparing tasks that their career role involves in the community and what that role involves in the classroom.

Resources:

See What You Can Be: Explore Careers That Could Be for You! by Diane Heiman, Liz Suneby, and Tracey Wood
Share how students can find a career that best suits their interests, personalities and talents.

A Job for Wittilda by Carolyn Buehner - Wattilda is a young girl who goes on a job hunt seeking ways to make money feed her 47 pet cats. She finds work in pizza delivery, but encounters fierce competition to succeed.

Can I Have Some Money?: Max Gets It! By Candi Sparks - Max is a realistic character that shares his experience with making, saving, and spending money with ids.

Websites:

<http://www.giveme20.com> – This website provides educators a resource for teaching banking concepts to younger students. There are links to interactive games that can be used to reinforce savings and spending concepts.

<http://www.practicalmoneyskills.com> – The website offers financial literacy lesson plan ideas for all grades. Choose a grade level range and take advantage of the black-line masters and simple assessments that are provided for you.

<http://www.orangekids.com> - An interactive game that allows two characters to lead students into an “outerspace” economic environment where spending decisions must be made in a rapid pace.

Classroom Economy Roles

 <p>Mayor - Greets visitors to the classroom and makes introductions.</p>	 <p>Banker - has access to the class bank and pays employees on payday.</p>	 <p>Cashier - takes payment for purchases made at the classroom dollar store.</p>
 <p>Bank Teller - takes requests for deposits on pay day.</p>	 <p>Librarian - keeps classroom library organized.</p>	 <p>Student Teacher - helps teacher with classroom demonstrations.</p>
 <p>Computer Technician - logs classroom computers on and off.</p>	 <p>Office Manager - collects and distributes papers. Responsible for table groups.</p>	 <p>Doctor - responsible for first aid kit and escorting students to the nurse.</p>
 <p>Secretary - writes class messages on the board and responsible for erasing activities.</p>	 <p>Law Enforcement Officer - responsible for keeping lines straight and supervision of the class when the teacher is out of the room.</p>	



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Account Register for the account of: _____ Checking
Student Name

Date	Description	Amount used (-)	Amount of Deposit (+)	Balance



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Account Register for the account of: _____
Student Name

Savings

Date	Description	Amount used (-)	Amount of Deposit (+)	Balance