

# Lesson 5: Entertainment versus Educational games

## Objective

To teach students the importance of balancing entertainment and educational activities, emphasizing that educational games can provide valuable skills like time management while still being fun. Students will explore how choosing educational activities can lead to better problem-solving abilities in real-life scenarios.

## Material Needed

Presentation (If the presentation is purchased, it will guide the lesson with animations and instructions. Otherwise, the lesson plan provided will be used.)

Fake Currency: Each student gets \$20 per week; this week, they will allocate it between Needs, Wants, and Education.

Envelopes, Jars, or Boxes: Students will need a place to store their pretend money for Needs, Wants, and Education.

Optionally, students can create their own envelopes or jars as part of the activity.



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## Instructions

### 1. Introduction:

Begin by introducing the concept of saving money to educate yourself using the short story: “Mastering Every Minute”.

After the story, engage students with the following questions:

What does educational mean?

Can you think of times when you played a game and learned at the same time?

Why might it be important to want to learn and educate yourself?

### 2. Define Vocabulary:

Define “Entertainment”, “Educational”, “Time Management” and “Choices” using clear, age-appropriate language

Entertainment: Something fun we do, like playing or watching TV.

Educational: Something that helps us learn and grow, like reading or playing games that teach us new things.

Time Management: Using our time wisely to get things done and still have fun.

Choices: Deciding between different options, like choosing between fun games and games that help us learn.





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## Instructions

### 3. Conduct a whole-class activity

Conduct a whole-class activity where students learn why it is important to invest in their education and always be learning.

You can use the Game in the “Activity” section below.

4. To accommodate the different learning styles and abilities use the strategies in the “Differentiations” section below.

5. Verify that students can explain why it is important to learn while playing games by using one of the assessments from the “Assessment plan ideas” section below. Can they give an example of how they can use what they’ve learned.

### 6. Conclude with a class discussion to review key concepts

Review the key concepts learned in the lesson:

The importance of making smart choices about what we play.  
How educational games can help us improve real-life skills like time management.

How learning and education make a big difference in our lives.  
Finish by encouraging students to think about balancing fun and learning in their daily activities.



# Activity: "Smart Spending Adventure: Balancing Fun, Needs, and Learning"

## Material Needed

Fake currency (can be printed paper money) for students to use in budgeting.

Budgeting Worksheets: General budgeting sheets for tracking income and expenses.

Envelopes or Jars: Students can create or use paper envelopes or jars to save their play money. They have a 3rd envelope or jar this week for "Education".

## Instructions

### Step 1: Distribute Materials

Give each student \$20 in fake currency and a budgeting worksheet (or use the one that was distributed last week). Have them label a third envelope or jar for Education.

### Step 2: Explain the Task

Instruct students that they will need to decide how to divide their \$20 between their Needs Jar, their Wants Jar, and their Education Jar. Instead of telling them how much to put in each envelope, ask guiding questions to stimulate their thinking:

Wants: "What are some things you really want? How important are they compared to Needs?"

Needs: "What are things you absolutely need? Why do you think these are essential?"

Education: "Why is education important? What are some things you might want to spend money on that help you learn?"





# Activity: "Smart Spending Adventure: Balancing Fun, Needs, and Learning"

## Instructions

Encourage them to think carefully about what they need (food, clothing, school supplies) and what they want (toys, treats).

Remind them that a good plan is to put more money in their Needs Jar than in their Wants Jar.

### **Instant Rewards Option:**

Remind students that they have the option to purchase instant rewards during the activity.

These rewards could be small items or privileges (e.g., extra break time, fun classroom roles) with exaggerated prices (e.g., a pencil for \$15).

Let them know they can use money from their Wants Jar if they decide to purchase an instant reward.

### **Step 3: Make Decisions:**

Allow students time to think and ask questions about how much they should save in each jar.

Teacher's Role: Guide them toward the idea of putting 80% in Needs, 10% in Wants, and 10% in Education, but let them make their own decisions without telling them directly.



# Activity: "Smart Spending Adventure: Balancing Fun, Needs, and Learning"

## Instructions

### Step 4: Track the Budget:

After students divide their money, have them use their budgeting worksheets to record how much they put into each jar. They should fill in the amounts and reflect on their decisions, especially if they purchased an instant reward.

### Step 5 : Class Reflection:

Once all students have completed the activity, bring the class together to discuss their choices.

Ask questions like:

Long-term Thinking: "How do you think investing in educational games now might help you in the future?"

Balancing Priorities: "Was it hard to decide how much to put in each jar? What made this decision easier or harder for you?"

Impact on Learning: "How do you think playing an educational game can change how you handle problems in real life?"





# Activity: "Smart Spending Adventure: Balancing Fun, Needs, and Learning"

## Instructions

### Step 6: The Next Few Weeks and the Event Challenges

Over the next 3 weeks, students will be introduced to a new savings category each week. They will continue to receive \$20 in fake currency every week and they will divide their money among the growing list of savings categories (e.g., "Save for Donations," "Save to Invest," "Save for Emergencies," etc.).

After all 6 categories have been introduced, the game will become more dynamic with weekly events that require students to use the money they've saved in specific envelopes.

For example, one event might be that a student's friend broke their pencil and can't afford a new one. Students will need to check their "Save to Help Others" envelope to see if they have enough money (\$15) to help buy the pencil. Those who have saved enough in the appropriate category will receive a star. These events will challenge students to manage their money wisely across all categories.

At the end of the series of events, the students with the most stars—those who consistently saved wisely—will win. This process encourages thoughtful saving, planning, and generosity throughout the activity.



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## Differentiations

### Strategies for Accommodating Different Learning Styles and Abilities:

#### 1. Visual Learners:

Using visual aids such as charts, diagrams, and pictures to illustrate how educational games can help you in your future.

Include video clips or animations that show examples of how to wait to get something that you want.

#### 2. Auditory Learners:

Incorporate group discussions and verbal explanations.

Use storytelling and role-playing activities to explain concepts.

#### 3. Kinesthetic Learners:

Implement hands-on activities like the scavenger hunt.

Allow students to manipulate physical objects during activities.

#### 4. Reading/Writing Learners:

Provide written materials and worksheets for students to read and complete.

Encourage journaling or reflection writing to deepen understanding.

#### 5. Advanced Learners:

Offer more complex scenarios or additional activities that require critical thinking.

Encourage peer teaching opportunities where advanced learners can help others.

#### 6. Students Needing Extra Support:

Simplify tasks and provide clear, step-by-step instructions.

Use paired or small group activities to provide additional support and guidance.





# Lesson 5: Entertainment versus Educational games

## Assessment plan ideas

### Informal Assessments:

#### 1. Observation:

Monitor student participation during class discussions and activities. Note their ability to understand that educational games are good for their future.

#### 2. Think-Pair-Share:

Have students discuss with a partner why they would think they have to invest in their education.

Share their thoughts with the class for immediate feedback and clarification.

#### 3. Exit Tickets:

At the end of the lesson, ask students to write down: “Why might it be important to invest in your education?” on a slip of paper before leaving class.

### Formal Assessments:

#### 1. Create a Poster:

Have students create a poster that outlines the 3 categories (wants, needs and education). They should include the importance of each category.

#### 2. Quiz:

Administer a short quiz with multiple-choice and short-answer questions to assess understanding of the importance to invest in education, and how to apply these concepts to their own lives.

#### 3. Reflection Writing:

Ask students to write a paragraph reflecting on a time they chose an education game instead of an entertainment game. What was the outcome? How did they feel afterward? Did it help them?



# Lesson 5: Entertainment versus Educational games

## Feedback and Reflection

### Student Feedback:

At the end of the lesson, ask students to provide feedback on what they enjoyed and what they found challenging.

Use this feedback to adjust future lessons and activities.

### Reflection Activity:

Have students write a short reflection on what they learned about the value of delayed gratification.

Encourage them to include examples from their own lives and how they might apply this knowledge in the future.

### Class Discussion:

Facilitate a class discussion where students can share their reflections and discuss any new insights or questions.

This helps reinforce the lesson and allows for peer learning.

### Teacher Reflection:

Reflect on the effectiveness of the lesson.

Consider what worked well and what could be improved for next time.

Feedback

