

Lesson 11 Activity: School Fundraiser

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 6 envelopes or jars.

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).

Step 2: Explain the Task

Instruct students that they will need to decide how to divide their \$20 between their Needs jar, Wants jar, Education jar, Donation jar, Emergency jar and Investing jar.



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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 Want 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 50% in Needs, 10% in Wants, 10% in Education and 10% in Donation, 10% in emergency and 10% in Investing but let them make their own decisions without telling them directly.



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Step 4: Track the Budget:

After dividing their money, have students use their budgeting worksheets to record how much they put into each jar.

Ask them to consider how their choices in allocating money across the jars affect their ability to manage their needs, handle emergencies, and work toward future goals. Have them think about how balancing their savings now can help them stay prepared and achieve bigger goals, like investing in education or other long-term plans.

Step 5: Second Scenario: The School Fundraiser

Explain that school fundraisers are a way to help people in need or support a good cause. By saving money in their Donation Jar, they can be prepared to contribute to these efforts and make a difference in their community.

There's a school fundraiser, and students are asked to donate \$7 to help a charity. Students check their Donation Jar to see if they have \$7 saved. If they use the full \$7 from their Donation Jar: They get a star for being generous and prepared to contribute.

If they don't have enough saved in the Donation Jar: They can take from the Wants Jar, but they don't get a star for contributing since they weren't prepared.



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Step 6: Class Reflection:

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

Ask questions like:

Why is it important to save in your Donation Jar?

How does saving in your Donation Jar help you give to others?

Can you think of a time when you helped someone or donated to a good cause?

Encourage students to share their thoughts and strategies moving forward.

Discuss how understanding their financial priorities—such as balancing needs, emergencies, and future goals—can help them make better choices in managing their money. This reflection reinforces the lesson’s key concepts and helps students develop critical thinking about how thoughtful saving can support both short-term needs and long-term financial success.

