

Lesson 10 Activity: The Lost bottle of water

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: First Scenario: The Lost bottle of water

Explain to students that an emergency is any unexpected situation that requires immediate action, like losing something essential during the school day, such as a water bottle they need to stay hydrated.

A student loses their water bottle at school, and they need \$4 to buy a new one. Students check their Emergency Jar to see if they have \$4 saved.

If they use the full \$4 from their Emergency Jar: They get a star for being prepared and handling the emergency without dipping into other jars.

If they don't have enough saved yet in the emergency Jar:

They can take from the wants Jar.

They don't get a star for handling the emergency.



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Step 6: Monthly Needs payment

Students must pay \$40 from their Needs envelope to cover their essential expenses.

If they have enough in their Needs envelope to cover the \$40: They get another star for managing their needs responsibly.

If they don't have enough in their Needs envelope: They need to take money from their Wants jar (and any other envelope if they do not have enough in their want jar) to cover the remaining amount.

They don't receive a star for this part.

Step 7: 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 Needs Jar?

How does saving in your Emergency Jar help you?

Can you think of a time when you were ready for an emergency?

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.

