

# FINANCIAL LIT KIT

CLASSROOM INTEGRATION KIT



**APEX  
STRIVING**

FINANCIAL LITERACY CLASSROOM INTEGRATION KIT





## **The Financial Lit Kit Includes:**

*Teacher's Guide*

*Implementation Timeline*

*Check & Money Template*

*Job List and Application Template*

*Real Estate Cards*

*Salary Cards*

### Table of Contents

Introduction and Set-Up – Page 2

Implementation Timeline – Page 3

Introducing the Rules and Classroom Jobs – Page 10

Job Application – Page 12

Abundance Thinking – Page 14

Balance Sheets – Page 16

Buying Goods and Services – *what students pay for* – Page 18

Value of Classroom Real Estate – *renting vs. owning* – Page 20

The Power of Savings – Page 22

Budgeting – Page 24

Fees – Page 26

Pay Structures: Commissions, Wages and Salaries – Page 28

Passive Income – Page 31

Credit vs. Debit – Page 32





**Set-Up: Before your School Year Begins**

*Determine how you will keep student jobs organized.*

*30 minutes*

Identify the best method for your classroom jobs to be posted. Either designate a bulletin board or section of your chalkboard/whiteboard with each student’s name and job posted. You could also just maintain a spreadsheet. However, make sure you have a system for easily adjusting jobs, and quickly referring to who is responsible for each job.

**Set-Up: Before your School Year Begins**

*Create a Class Real Estate map of your classroom.*

*1 hour*

Using the Real Estate Template below, create a map of your classroom, designating the value of each desk. In general, desks near

**Set-Up: Before your School Year Begins**

*Designate the jobs you want to offer your students.*

*1 hour*

Each student will need to have a job. It is recommended that you have 1 banker for every 5 students.

beginning to get yourself and your students used to the work/payroll system. Then, as the program continues, you will integrate new information, including differing value for differing jobs, wages vs. salaries, etc.

Recommended jobs to start the school year:

**Alphabetizer:** Responsible for alphabetizing / ordering papers each time they are turned in. This person needs to be alert to complete the task each time it is necessary, and not wait for the teacher to ask. The role will be measured on accuracy and efficiency.



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**Ambassador:** Responsible for greeting all visitors to the classroom. Ambassadors must be polite and helpful as necessary. Creativity in greetings is encouraged. The role will be measured by feedback from visitors and observation.

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**Attendance Clerk:** Responsible for taking attendance at the designated time every morning. The role will be measured by accuracy and efficiency.

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**Banker:** Responsible for tracking the accounts of 5 class members. Bankers will verify deposits and withdrawals for each person's accounts, and need to have a high level of integrity. They may be responsible for writing paychecks. The role will be measured by accuracy and trustworthiness.

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**Board Cleaner:** Responsible for keeping the board clean upon the teacher's request. The role will be measured by efficiency and thoroughness.

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**Caretaker**

Responsible for maintaining the classroom base or plant as agreed upon at the start of the school year. The role will be measured by consistency and thoroughness.

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**Computer Technician:** Responsible for turning on computers at the beginning of the day and turning them off at the end of the day. Technicians will also dust computers once each week and maintain the working space around the computers. The role will be measured by consistency and thoroughness.

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**Door Holder:** Responsible for holding the door as the class line walks through. The role will be measured on self-control and completion of the task in a helpful way.

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**Homework Monitor:** Responsible for checking that homework is completed every morning. Homework Monitors need to have a high level of integrity. The role will be measured by ability to complete the task on a regular basis and trustworthiness.

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**Librarian:** Responsible for maintaining the classroom library by checking books in and out according to classroom rules and keeping the library area organized. Books will also be dusted once each week. The role will be measured by accuracy in recording and appearance of the library.

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**Line Leader:** Responsible for leading the class in a professional way to each class destination. This role requires a mature role model and will be measured on self-control and completion of the task in a helpful way.

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**Line Monitor:** Responsible for keeping the line moving forward and behaving appropriately. This role requires a strong person to make sure the rules are followed. It will be measured by the feedback on the line's behavior and willingness to point out any problems.

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**Paper Handler:** Responsible for handing out and collecting papers as required every day. Creativity is encouraged on processes to improve this activity. This role will be measured by efficiency.

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Pencil Keeper: Responsible for managing the class's supply of emergency pencils and erasers, by collection \$100 for each emergency pencil and submitting this money to the teacher. Creativity is encouraged on processes to improve this activity. This role will be measured by preparedness and lack of classroom disruption.

Store Owner: Responsible for managing the weekly shopping spree, collecting money and submitting to the teacher with a list of items purchased. This role will be measured by accuracy and trustworthiness.

Substitute: Responsible for completing the tasks of another job as needed due to absent class members. Each instance will be measured as is normal for the role the Substitute is completing.

Supply Chief: Responsible for maintaining the classroom supplies, including paper, paper towels, and other classroom supplies, as defined at the beginning of the school year. This role will be measured based on completion of task.

Teacher Scheduler: Responsible for maintaining the teacher's schedule of all daily appointments. The teacher will only attend meetings scheduled through the scheduler. The scheduler must be able to keep track of all of the teacher's daily appointments. This role will be measured by the organization of the teacher's schedule.

Newspaper Form Below

SAMPLE



## Lesson 2 – Balance Sheets

(15 minutes)

**Objective:** Student will be able to explain the importance of accurate record keeping and begin to maintain an accurate balance sheet.

### **Standards:**

Mathematical Practices – Attend to Precision

[CCSS.Math.Content.5.NBT.B.7](#): Add, subtract, multiply, and divide decimals to hundredths

[CCSS.Math.Content.6.NS.C.5](#): Understand that positive and negative numbers are used together to describe quantities having opposite directions or values

[CCSS.Math.Content.7.NS.A.3](#): Solve real-world and mathematical problems involving the four operations with rational numbers

### **Preparation:**

- Prepare model balance sheet on board, projector, etc.
- Prepare student balance sheets online or copies

### **Procedure:**

Present students with the following scenario, role-playing if you are comfortable:

Today is payday! Now that you have some money, you're ready to go buy some things. Walk around the room and tell students you will buy their stuff. (Maria, I'd like to buy that pencil from you. How much?...Mike, nice shoes – I'll buy them! How much?...Jenn, I need a new bag, I'll buy yours. How much?...) Ask students if they see a problem with this story.

Continue until the students are able to identify the problem: that you don't know how much money you have, or how much you're spending. Ask why this is a problem. Accept answers, and direct students to the conclusion that you might run out of money and not be able to pay for all of the things you want. The way to prevent this is to keep an accurate balance sheet.

Using the model balance sheet, recreate the previous example, but balance the items in your sheet. Explain to students that starting today they will need to keep an accurate balance sheet of their accounts, to be monitored at the end of every day.

Hand out balance sheets and have students enter their current available balance at the top (\$500 for one full week). Explain the daily procedure for validating balances: Students should meet with their banker at least once during every day to validate their balances. The banker will initial the balance is correct. Throughout the day, the bankers should keep track of each of their accounts, to make daily validation easier.

**Check-out Ticket:** Explain the benefit of having an accurate balance sheet.





## Lesson 6 – Budgeting

(15 minutes)

**Objective:** Students will understand the impact of budgeting and create a budget.

### Standards:

Mathematical Practices – Reason abstractly and quantitatively

Mathematical Practices – Construct viable arguments and critique the reasoning of others

Mathematical Practices – Attend to Precision

[CCSS.Math.Content.5.NBT.B.7](#): Add, subtract, multiply, and divide decimals to hundredths

[CCSS.Math.Content.6.NS.C.5](#): Understand that positive and negative numbers are used together to describe quantities having opposite directions or values

[CCSS.Math.Content.7.NS.A.3](#): Solve real-world and mathematical problems involving the four operations with rational numbers

### Preparation:

- Prepare menu of goods and services, as discussed in lesson 3.
- Create an example budget using the template below (Covers 4 weeks)

| Item                                 | Deposit |    | Withdrawal |    | Balance |    |
|--------------------------------------|---------|----|------------|----|---------|----|
|                                      |         |    |            |    |         |    |
| Paychecks                            | 2000    | 00 |            |    | 2000    | 00 |
| Electric Bill                        |         |    | 50         | 00 | 1950    | 00 |
| Water Bill                           |         |    | 50         | 00 | 1900    | 00 |
| Internet Bill                        |         |    | 50         | 00 | 1850    | 00 |
| Savings                              |         |    | 1000       | 00 | 850     | 00 |
| Mortgage or Rent                     |         |    | 500        | 00 | 350     | 00 |
| Extra to spend weekly shopping spree |         |    | 350        | 00 | 0       | 00 |
|                                      |         |    |            |    |         |    |

### Procedure:

Explain that the goal of today's lesson is to begin creating a list of things the students will have to pay for, called a budget. Ask students why a budget is important. Gather ideas, and guide students to the conclusion that in order to pay for the things you need as well as the things you want, you need to have a budget.

Based on the past three lessons, create a list of things that will need to be included in the students' budgets:

- Classroom utilities
- Rent or Mortgage
- Savings



Also explain that a budget can be used to prepare for things we want to spend money on in the future. By breaking the whole cost of the item up into small chunks, it makes it easy to pay for these items. Explain using a classroom example of your own, or use the example below.

| Item                                   | Deposit |    | Withdrawal |    | Balance |    |
|--|---------|----|------------|----|---------|----|
|  |         |    |            |    |         |    |
| Paychecks                              | 2000    | 00 |            |    | 2000    | 00 |
| Electric Bill                          |         |    | 50         | 00 | 1950    | 00 |
| Water Bill                             |         |    | 50         | 00 | 1900    | 00 |
| Internet Bill                          |         |    | 50         | 00 | 1850    | 00 |
| Savings                                |         |    | 1000       | 00 | 850     | 00 |
| Mortgage or Rent                       |         |    | 500        | 00 | 350     | 00 |
| Savings for Class Pizza Lunch (\$1000) |         |    | 350        | 00 | 0       | 00 |
|  |         |    |            |    |         |    |

Give students 5 minutes to create their own list, taking into account the menu of costs that they want or expect to use often. Then, explain that for a budget to be effective, you have to make sure that your costs are less than your income. Show students how to subtract their expenses from their income, and make sure their budget works. Have students make any necessary adjustments and submit their budget.

**Check-out Ticket:** Submit your final budget for the school year.



## Thank You for Using the *Financial Lit Kit*

We hope you enjoyed using our financial literacy teaching resource. If you have any suggestions or are in need of assistance in using the resource, please don't hesitate to email us at [support@apexstriving.com](mailto:support@apexstriving.com).

If you are looking additional advanced curriculum to teach next, we recommend you stop by the Apex Striving site at [www.apexstriving.com](http://www.apexstriving.com) to see what's new.

May you have continued success in your quest to inspire, educate, and build our future through the development of our youth.

Sincerely,

Jessica Lee Morales | Managing Director  
Apex Striving | "Inspiring Potential"



SAMPLE