

Learning about giving with Money Monsters

Students listen to a story about giving and then apply their learning using paper puppets.

Learning goals

Big idea

People often give their money, things, and time to help people and organizations they care about.

Essential questions

- What does it mean to donate something?
- What is the difference between giving something and sharing something with a friend?

Objectives



- Understand what it means to donate time, money, and things
- Understand the difference between giving and sharing

What students will do

- Listen to a story about donating time, money, and things to charitable organizations.
- Use puppets to act out the story they heard and their own story showing the difference between giving and sharing.

KEY INFORMATION

Building block:

-  Financial habits and norms
-  Financial knowledge and decision-making skills

Grade level: Elementary school (K-1, 2-3)

Age range: 5-7, 7-9

Topic: Spend (Buying things)

School subject: English or language arts, Fine arts and performing arts, Social studies or history

Teaching strategy: Simulation

Bloom's Taxonomy level: Understand, Create

Activity duration: 45-60 minutes

STANDARDS

Council for Economic Education

Standard II. Buying goods and services

Jump\$tart Coalition

Spending and saving - Standard 4

Preparing for this activity

- ❑ Print a copy of the “Money Monsters Learn About Giving” story to read to students.
- ❑ Students will work in pairs. Print enough single-sided copies of the puppets at the end of this guide for each pair of students to have a Foozil puppet and a Gibbins puppet.
- ❑ Consider making one of the puppets ahead of time so students can see an example. You can follow the instructions in the “Group work” section.
- ❑ Gather scissors and crayons, markers, or colored pencils for students to use to cut out and color their puppets.

NOTE

Please remember to consider your students’ accommodations and special needs to ensure that all students are able to participate in a meaningful way.

What you’ll need

THIS TEACHER GUIDE

- Learning about giving with Money Monsters (guide)
[cfpb_building_block_activities_learning-about-giving-money-monsters_guide.pdf](#)
- “Money Monsters Learn About Giving” (story)
[cfpb_building_block_activities_money-monsters-learn-about-giving_story.pdf](#)

STUDENT MATERIALS

- Money Monster puppets (in this guide)
- Crayons, markers, or colored pencils
- Scissors

Exploring key financial concepts

When we have more than we need, it’s important for us to try to help others. For example, someone might support an animal shelter. Or someone might support an organization that finds cures for diseases. Giving something to help a person or organization is also called donating. We can donate money, time, or things. For example, we could bring canned goods to a community food drive or donate nice things that we don’t need to a thrift store that helps people. When we donate our time, we’re

TIP

Because practices related to giving can change, students should be encouraged to always look for the most up-to-date information.

volunteering. Many people volunteer by doing something they're good at. A person who can fix houses may volunteer with an organization that builds homes for people who need them. Donating our time, money, and talent are ways we can give to others.

Teaching this activity

Whole-class introduction

- Ask students if they've ever heard the word "donate."
 - Explain that to donate something is to give it to help a person, organization, or cause.
- Be sure students understand key vocabulary:
 - **Cause:** Something (such as an organization, belief, idea, or goal) that people support or fight for.
 - **Donate:** To give something (like money, food, or clothes) to help a person or organization.
 - **Volunteer:** To do something helpful for other people without getting paid to do it.
- Tell students that they'll listen to a story about characters called Money Monsters who are learning about donating.
- Read the story to the class.
- After finishing the story, encourage discussion to reinforce the story's key concepts and themes.
 - Ask students to explain the difference between donating something and sharing something with a friend.
 - Ask students for examples of things people can donate.
 - In the story, Gibbins donates his time by volunteering at an animal rescue. Ask students to share other ways people can volunteer.

TIP

Visit CFPB's financial education glossary at consumerfinance.gov/financial-education-glossary/.

Group work

- Group students into pairs.
- Tell students that they'll make paper puppets to act out the story they heard and their own story about the difference between giving and sharing.

- Distribute the puppets to the pairs, assigning one student the Foozil puppet and the other student the Gibbins puppet.
- Give students time to color and cut out their puppets.
- Show students how to fold their puppets, using the finished example if you chose to make one:
 - Fold the puppet backward along the top dotted line and make a crease.
 - Fold the puppet backward along the bottom dotted line and make a crease.
 - Bring the creases together.
 - Hold the puppet from behind to open and close its mouth.
- Allow time for students to act out their stories with their puppets.

Wrap-up

- Bring students back together.
- Ask students to share some things they learned from the story about giving their time, money, and things.
- Ask for volunteers to share their own story about the difference between giving and sharing.

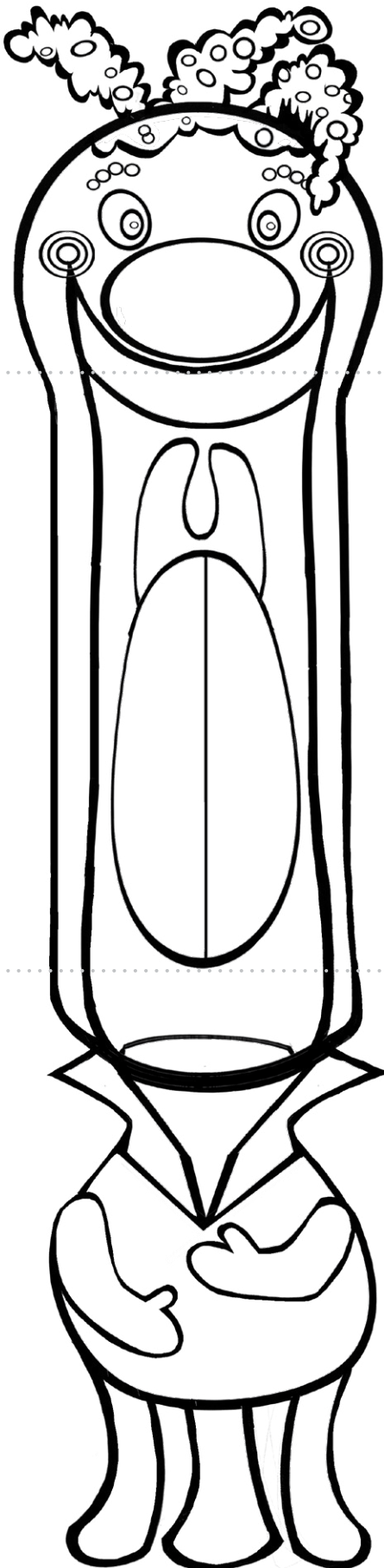
Suggested next steps

Consider searching for other [CFPB activities](#) that address the topic of spending, including buying things. Suggested activities include [“Practicing giving”](#) and [“Exploring needs and wants.”](#)

Measuring student learning

Students’ role-plays and responses during discussion can give you a sense of their understanding. **Keep in mind that students’ role-plays and responses may vary, as there may not be only one approach.** The important thing is for students to have reasonable justification for their role-plays and responses.

Foozil



Gibbins

