

# Protecting what's important

Students analyze a picture and identify characters that are protecting something.

## Learning goals

### Big idea

It's important that we protect ourselves, our belongings, and our money.

### Essential questions

- What are ways you can protect yourself?
- What are ways you can protect your things and money?

### Objectives

- Explore ways people protect themselves, things, and money
- Identify examples of people protecting themselves, things, and money

### What students will do

- Share ideas of ways to protect themselves, things, and money.
- Identify characters in a picture who are protecting something.



### NOTE

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

#### KEY INFORMATION

Building block:

-  Executive function
-  Financial knowledge and decision-making skills

Grade level: Elementary school (K-1)

Age range: 5-7

Topic: Protect (Managing risk)

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

Teaching strategy: Direct instruction

Bloom's Taxonomy level: Understand, Analyze

Activity duration: 15-20 minutes

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#### National Standards for Personal Financial Education, 2021

Managing risk: 4-1, 4-2, 4-3, 8-5

These standards are cumulative, and topics are not repeated in each grade level. This activity may include information students need to understand before exploring this topic in more detail.

## Preparing for this activity

- While it's not necessary, completing the "[Bouncing ball protection game](#)" activity first may make this one more meaningful.
- Print copies of all student materials for each student, or prepare for students to access them electronically.
- If you want students to color the worksheet, print copies for each student and obtain crayons, markers, or colored pencils for them to use.

### What you'll need

#### THIS TEACHER GUIDE

- [Protecting what's important \(guide\)](#)  
[cfpb\\_building\\_block\\_activities\\_protecting-whats-important\\_guide.pdf](#)

#### STUDENT MATERIALS

- [Protecting what's important \(worksheet\)](#)  
[cfpb\\_building\\_block\\_activities\\_protecting-whats-important\\_worksheet.pdf](#)
- Crayons, markers, or colored pencils (optional)

## Exploring key financial concepts

A risk is something that exposes us to danger, harm, or loss. We face risks every day. But there are ways we can protect ourselves from risks. Wearing a helmet when biking, going to the doctor for checkups, locking doors at home, and keeping money in a wallet or purse are some things people do to protect themselves, things, and money.

### TIP

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Because practices related to protecting people, property, and money change, students should be encouraged to always look for the most up-to-date information.

## Teaching this activity

### Whole-class introduction

- Ask students to share some ways that they protect themselves physically.
  - Examples: Wearing a bike helmet when biking, washing hands to keep germs away

- Ask students to share some ways they protect their property.
  - Examples: Putting things away, locking the door at home
- Ask students to share some ways they protect their money.
  - Examples: Putting it in a wallet or purse, keeping it in a piggy bank
- Be sure students understand key vocabulary:
  - **Protect:** To make sure that somebody or something isn't harmed, injured, damaged, or lost.
  - **Risk:** Exposure to danger, harm, or loss.

#### **TIP**

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Visit CFPB's financial education glossary at [consumerfinance.gov/financial-education-glossary/](https://consumerfinance.gov/financial-education-glossary/).

## Individual work

- Give the "Protecting what's important" worksheet to each student.
- Tell students to look over the picture on the worksheet and think about what was discussed about how people protect themselves, things, and money.
- On the second page, ask students to check the boxes next to the pictures that show Money Monsters who are protecting something.

## Wrap-up

- Have students share which pictures they checked and have them explain their choices.
- Ask students to share what they think the Money Monsters are protecting.
- If there's time and you've printed the worksheet for the students, let them color the picture.

## Suggested next steps

Consider searching for other [CFPB activities](#) that address the topic of protection, including managing risk. Suggested activities include "[Exploring ways to protect what's important to us](#)" and "[Comparing places to save money.](#)"

## Measuring student learning

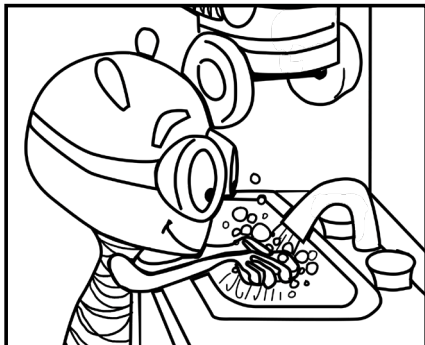
Students' answers on their worksheets and during discussion can give you a sense of their understanding.

This answer guide provides possible answers for the “Protecting what’s important” worksheet. **Keep in mind that students’ answers may vary, as there may not be only one right answer.** The important thing is for students to have reasonable justification for their answers.

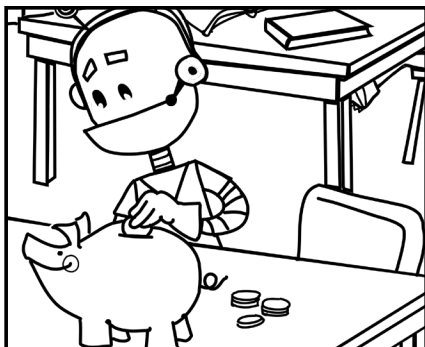
## Answer guide

The pictures showing Money Monsters protecting something are:

- **A Money Monster protecting himself**



- **A Money Monster protecting money**



- **Money Monsters protecting things**

