

MONEY MATTERS (LEVEL 1)

Description	The learner will explore the concept of money and understand how it evolved over time.
Leading Question	Why do we value money?
Total Time Required	4 hours over 4 days
Supplies Required	- Paper, pens, color pencils (optional), household items such as food, clothing, toys etc. for pretend shop activity
Learning Outcomes	<ol style="list-style-type: none"> 1. Understanding of the differences between money and bartering, and the advantages of the former over the latter 2. Understanding of the uses of money 3. Understanding the different denominations of currency
Previous Learning	Addition and subtraction within 100.

DAY 1

Today you will begin looking at what we do with money.

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> • List 5 things you can with money (e.g. buying things, paying for school, donating money to charity, etc.) • From the list, observe that there is always an exchange happening. We trade money for something else using coin or paper currency or electronic money (with cards). Think: can you think of using anything else to make these exchanges? Did you know that money always existed? We just didn't call it money and we didn't always have paper bills or any of the other ways we now consider money.
30 minutes	<ul style="list-style-type: none"> • Long before people started using paper bills, people were exchanging things with each other to meet their needs. For example, a shoemaker would exchange shoes with a farmer to get

vegetables. This is called bartering or the barter system. Play the following game with your family to understand the barter system:

- Get at least 2 other players from your household or neighbors/friends
- Imagine that every human has three needs – food, clothing, and entertainment or education.
- On a sheet of paper, draw the following table

Player	Item 1	Item 2
1		
2		
3		

- Go around your house collecting 2-4 items (or more depending on the number of players)
- When the game starts, players will walk up to each other to try and exchange the items they have with each other. Make sure that you trade with all players.
- After each round, write in the table the items that you ended up with at the end of the round. You can also draw them

15 minutes

- Reflect on the pros and cons of the barter system by answering the following questions:
 - Was it easy to convince others to trade their items for yours?
 - Do you think life during the barter era was easy or hard? Give reasons for your answer.

DAY 2

Today you will create your own currency.

Suggested Duration

Activity and Description

10 minutes

- Think about five items you would buy if you had money and draw them.

30 minutes

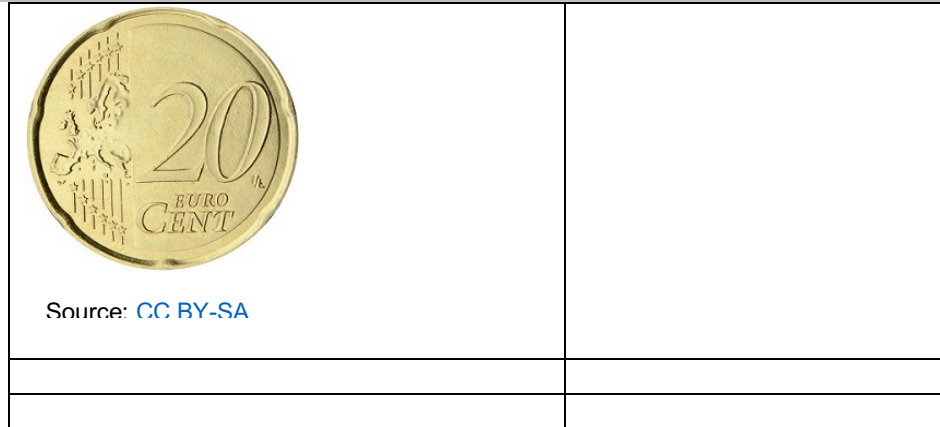
- Create your own paper:
 - On a piece of paper, cut out at least 10 rectangular shapes for your paper bills. You can also cut out other fun shapes!
 - Think about the currency denominations you will use – these are the numbers printed on paper money indicating their worth. What numbers have you seen on paper bills before? In Qatar, for example, the currency denominations used are 1, 5, 10, 50, 100, and 500.
 - On your rectangular cutouts, make at least 2 bills of some denominations, i.e. 2 ones, 2 fives, 2 tens etc.

	<ul style="list-style-type: none"> - Design your currency by coloring it and drawing interesting things on it like important building in your country, the national animal etc. You can use actual paper money as an example. Get creative! - Think of a catchy name for your currency!
5 minutes	<ul style="list-style-type: none"> ● Reflect on: <ul style="list-style-type: none"> - Can you purchase any of the items from your list using this money? You can ask your parents how much the items are worth. - Do you need more or less money?
15 minutes	<ul style="list-style-type: none"> ● Try to earn money by helping your parents with housework: <ul style="list-style-type: none"> - The learner can help with making beds, cleaning tables and floors, washing dishes etc. Parents can pay learners depending on the difficulty of the chore - At the end of the day or week, the learner will calculate how much money she or he has made - The learner will think about what items they can now afford with the amount of money they made!
10 minutes	<ul style="list-style-type: none"> ● Numeracy activity: <ul style="list-style-type: none"> - After creating your own currency and writing numbers on them, add the numbers on the bills and find out the total amount of money you have. - Arrange the paper bills or coins in ascending and descending order.

DAY 3

Today you will create your own coins and understand how coins and paper bills are related.

Suggested Duration	Activity and Description				
30 minutes	<ul style="list-style-type: none"> ● Reflect on the types of coins you have seen and draw them, writing their value next to them. You can ask your parents for coins they have and visit a shopkeeper with a parent to see the different kinds of coins. An example: <table border="1" data-bbox="467 1501 1401 1640"> <thead> <tr> <th>Coin</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Euro cents</td> <td>20 cents</td> </tr> </tbody> </table>	Coin	Value	Euro cents	20 cents
Coin	Value				
Euro cents	20 cents				



- At the grocery store or corner shop, ask the shopkeeper what you can buy with coins.
- Notice that coins have a very small value and they can only be used to buy small or cheap items.

30 minutes

- Look at the relationship between coins and bank notes:
 - Cut out 10 round shapes (or other fun shapes) to make some coins.
 - Make 2 coins of each denomination of any currency of his or her choice. The denominations of the Euro, for example, are 1, 2, 5, 10, 20 and 50 cent, €1 and €2. Even 1 and 2 Euros are available only as coins.
 - Now, try to add as many coins as you can to get one dollar, Euro or other currency. Younger learners can simply add or subtract the values of any coins of their choice.

DAY 4

Today you will have a shopping party with your family!

Suggested Duration	Activity and Description
20 minutes	<ul style="list-style-type: none"> • Create your own coins! <ul style="list-style-type: none"> - First, you will decide on the denominations of their currency. - Second, you will make at least 2 cutouts per denomination and write the values of the coins on each cutout - Third, you will give the coins a creative name!
20 minutes	<ul style="list-style-type: none"> • Agree with your family members on items you are willing to sell for the shopping party. You can even make your own items like birthday cards, cookies, juice etc. and sell them. Each household member will gather their items just like they did on day 1, but this time, they will use the money and coins created by you to

	“purchase” these items. Everyone must think of a price for their items before the start of the party.
20 minutes	<ul style="list-style-type: none"> • (Optional) Finally, think of how you can actually start a business to make money to buy some items like candy, stationary for school, etc. when you are older. <ul style="list-style-type: none"> - The learner will reflect on their interests – e.g. singing, cooking, coloring - They will then reflect on different opportunities like setting up a lemonade stand, selling artwork, walking neighbors’ dogs etc. - The learner will illustrate their business by drawing themselves doing these activities - The learner will also think of their future aspiration and how they want to make money when they grow up and illustrate this through a creative drawing - The learner will share all their drawings with their family and discuss what they would do with the money they earn from this business

ASSESSMENT CRITERIA

- Critical thinking displayed in thinking about bartering vs money
- Creativity in the design of the currency notes and coins
- Accuracy of pricing shop items
- Accuracy in performing mathematical tasks, especially mental math
- Critical thinking and creativity in enterprising/money making plan

ADDITIONAL ENRICHMENT ACTIVITIES

- The learner can practice subtraction using larger values of the paper and coin money.

MODIFICIATIONS FOR SIMPLIFICATION

- The learner can skip coins and denominations.