



## ELEMENTARY and MIDDLE SCHOOL | GRADES 5–8 Educator Guide

# Title

# DE Docs:

# Money Mastery

### LEARNING OBJECTIVES

After viewing [\*DE Docs: Money Mastery\*](#), students will be able to:

- Understand the basics of personal finance, including earning, spending, and saving money.
- Identify the difference between needs and wants and how to prioritize spending accordingly.
- Explain the importance of budgeting in managing income and expenses effectively.
- Provide examples of situations in which people use borrowing responsibly.
- Recognize the potential risks of digital banking and how to protect personal information.
- Draw connections between spending and saving behaviors and the ability to reach long-term financial goals.

### Overview

[\*DE Docs: Money Mastery\*](#) is a 20-minute video for upper elementary and middle school students featuring experts in personal finance and banking along with young people sharing their questions and ideas about managing money. Students will encounter a wide range of financial concepts, including earning an income, making wise spending choices, saving money, and borrowing responsibly. The video can be shown in its entirety or in segments, depending on the amount of time available.

### Contents

This educator guide includes materials to accompany the video, including:

- Description of each of the [documentary segments](#)
- A list of [materials](#) you might need
- [Key terms](#) used in the video with student-friendly definitions
- [Activation or pre-viewing strategies](#) to get students thinking about the topics featured in the video
- A [video notetaker](#) to keep students engaged while watching the video and documenting what they learned
- [Discussion prompts](#) to spark conversation
- [Connections to core curriculum](#), including language arts, math, science, and social studies
- Brief [follow-up activities](#) to extend learning
- Links to [in-depth lessons](#) tied to the video with recommendations for abbreviation
- Correlation to [national personal finance standards](#)

These materials are designed for classroom settings. While the video is intended for students in grades five through eight, it can be used with both younger and older children as needed. A [Facilitator Guide](#) is also available for use by those in other settings, such as volunteers, program leaders, parents, educators, or anyone interested in helping young people gain financial knowledge.

# Pathway to Financial Success

In Schools

[DE Docs: Money Mastery](#) is part of the [Pathway to Financial Success in Schools](#) program, made possible through a partnership between Discover and Discovery Education. Additional materials—including resources for middle and high school students—can be found at [pathwayinschools.com](https://pathwayinschools.com).

## Documentary Segments

- 1. Introduction:** The documentary’s hosts, Anoushka and Isaiah, introduce the concept of money and personal finance, emphasizing that money habits form early and can significantly impact future financial success. They preview key topics such as earning, spending, saving, budgeting, and protecting money, setting the stage for the lessons ahead. (1 minutes: 47 seconds)
- 2. Earning:** This segment focuses on the different ways students can earn money, from allowances and chores to small entrepreneurial ventures like lawn mowing. Through the story of Davidson, a student entrepreneur, the importance of hard work, tracking income, and saving for future goals is highlighted. (3 minutes: 56 seconds)
- 3. Spending Wisely:** Students discover the importance of spending money wisely, emphasizing the concept of scarcity and the need to prioritize spending based on needs versus wants. The hosts introduce budgeting as a tool to manage spending and saving effectively, ensuring that money is available for both necessities and future goals. Amy, a bank manager, shares information about borrowing, including traditional loans and credit cards. Students discover the importance of using credit responsibly. (8 minutes: 1 seconds)
- 4. Behind the Vault:** This segment introduces the concept of banking, particularly the pros and cons of digital banking. Students meet Juan, an expert in banking security, who explains the risks of identity theft and the importance of protecting personal information. He offers practical tips on using digital banking safely. (2 minutes: 46 seconds)
- 5. Saving for the Future:** Anoushka and Isaiah explore the importance of saving money and tie it back to budgeting and spending wisely. They discuss setting up savings accounts, using financial apps, and prioritizing saving for a secure financial future. (2 minutes: 31 seconds)
- 6. Closing:** The video wraps up by summarizing the key points covered, including earning, spending, saving, and protecting money. Anoushka and Isaiah encourage students to continue learning about money and to seek help from trusted adults when making financial decisions. They also highlight additional resources available to help students practice and improve their financial skills. (1 minutes: 35 seconds)

## Materials

- [DE Docs: Money Mastery](#)
- **MONEY Poem:** one per student
- **M-O-N-E-Y Notetaker:** one per student
- **My One Thing:** cut into slips, one slip per student, optional
- **Money Master Crossword Puzzle:** one per student, optional

### Financial Sense

Want to keep the learning going? Check out [Financial Sense](#)—a series of short, animated videos on personal finance topics. Each one has associated activities and additional educational materials.

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## Key Terms

- **Allowance:** Money given by some parents on a regular basis and/or for completing chores
- **Bank account:** A place to store money, usually in a bank, which can be accessed when needed
- **Budget:** A plan for spending and saving money based on income and expenses
- **Credit card:** A small plastic card that lets you buy things now and pay for them later, often with added interest if the full amount isn't paid by the due date
- **Debt:** Money owed to others that must be repaid
- **Digital banking:** Managing money online, including using apps and websites
- **Expenses:** Money spent on goods and services
- **Giving:** Donating money, time, or items to help others
- **Identity theft:** When someone uses another person's personal information to commit fraud or theft
- **Income:** Money earned from work or received from other sources
- **Interest:** Extra money paid back when borrowing or earned on savings
- **Loan:** Money borrowed that must be repaid with interest
- **Money:** A form of exchange used to buy goods and services
- **Need:** Something essential for living, like food or shelter
- **Personal finance:** Managing money, including earning, spending, saving, and investing
- **Savings:** Money set aside for future use
- **Scarcity:** The idea that resources (like money) are limited, so choices must be made about how to use them
- **Want:** Something desired but not essential, like toys or entertainment
- **Work:** Activities done to earn money

## Activation or Pre-Viewing Activities

Before watching the video, get students thinking—and talking—about some of the topics they will encounter using one of the activities below. Let them know you will be showing them a video about money and want to get them thinking about the topic ahead of time.

### Acrostic Poems

Invite students to create an acrostic poem by thinking of words that begin with each letter in the word money. Distribute a copy of the **MONEY Poem** handout to each student or direct students to use scrap paper. Invite volunteers to share their responses.

### Money Action Brainstorm

Challenge students to brainstorm as many actions related to money as they can think of in a short period of time. Write “Money Actions” on the board or a large piece of paper. Let students know that you want to fill the board/paper with as many money actions as possible. Tell them this will be a cooperative effort and that you will get them started with the

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example of earning money. Write “earn” on the board or paper. Ask students to think of a few examples individually and then write them on scrap paper. Direct students to find a partner and exchange ideas. They should add actions their partner thought of to their paper if they don’t have them listed. Call on student pairs to share one money action at a time. They should only share ideas that haven’t been listed already. As they do, add their action to the list on the board/paper. If a pair’s ideas have already been listed, they can pass. Continue inviting students to share their responses until all unique actions have been shared. Before showing the video, challenge students to look for the mention of these actions as they watch.

### Video Notetaker

Before playing the video, provide each student with a copy of the **M-O-N-E-Y Notetaker**. Review it with students and highlight what you want them to look for as they watch the video. Let them know they will have time to complete the handout once the video is over. If they wish, they can simply jot down idea starters as they watch.

#### **M: Memory**

What do you want to remember from the video?

#### **O: Oh Wow!**

What information did you find interesting?

#### **N: Noteworthy Details**

What facts or details do you think are important?

#### **E: Experience**

How does the video relate to your money experiences?

#### **Y: Your Questions**

What questions do you have after watching?

### Discussion Prompts

Use the discussion prompts below to generate conversation during or after the video. When you preview the video beforehand, note where you might want to pause to ask a question. Or, select the prompts you want to pose to students after watching the video. Remember: You can show the entire video or watch specific segments depending on your available time. Another great place to start is to have students complete and discuss the **M-O-N-E-Y Notetaker**.

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## General

- How will the information in this video help you in the future?
- How could the video help someone who doesn't know much about money?
- What would you tell a friend or parent about what you learned today?
- What was the most surprising thing you learned in the video?
- Which part of the video made you think the most?
- If you could change one part of the video, what would it be and why?
- What questions do you still have after watching the video?
- How do you think learning about money can change the way you live your life?

## Earning

- What would you do if you wanted to earn money but weren't sure how to start?
- How does earning your own money make you feel compared to receiving money as a gift?
- What's the most creative way you've seen someone earn money?
- If you could invent a new job for kids, what would it be?
- Why do you think some people start businesses instead of working for someone else?
- What challenges might come with earning your own money?
- What advice would you give someone your age who wants to start earning money?
- How do you think earning money as a kid can help you when you're an adult?
- What's the difference between earning money through a job and earning money through owning a business?
- If you had to choose between earning less money by doing something you love or earning more money doing something not as fun, which would you choose and why?

## Needs and Wants

- How do you think your family decides what counts as a need or a want?
- Can you think of a time when you wanted something but realized you didn't really need it?
- What's the hardest part about deciding between needs and wants?
- How do advertisements influence your decisions about needs and wants?
- Why might something be a need for one person and a want for another?
- What strategies can you use to avoid spending money on things you don't need?
- How can prioritizing needs over wants help you save money?
- What do you think would happen if you only spent money on wants?
- How might your needs and wants change if you lived in a different country or culture?
- If you could only buy one want this month, what would it be and why?

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## Spending Money

- What are some ways to make sure you don't overspend?
- How do you decide if something is worth buying?
- What does it mean to be a smart shopper?
- How might peer pressure affect your spending decisions?
- Why is it important to understand where your money goes each month?
- How can buying things on sale help you save money?
- What are the risks of impulse buying, and how can you avoid it?
- How does spending money on experiences (like a trip) compare to spending money on things (like a toy)?
- What's the difference between spending on something you need right away and something you can wait to buy?

## Budgeting

- Why is it important to have a plan for your money?
- How can a budget help you avoid running out of money?
- What tools can you use to help you stick to a budget?
- How can you make budgeting fun or interesting?
- What would happen if you didn't have a budget?
- How can budgeting help you prepare for unexpected expenses?
- Would you have an easy or hard time sticking to a budget?
- How can setting priorities in your budget help you save more money?
- Why is it important to review your budget regularly?
- How would you adjust your budget if your income changes?
- What's one thing you can do today to start budgeting your money?

## Saving Money

- Have you ever saved up for something, and was it worth the wait?
- Why is it important to start saving money when you're young?
- How can setting a savings goal help you stay motivated?
- What's something you would like to save money for, and why?
- How can you make saving money a habit?
- Why might it be difficult to save money, and how can you overcome those challenges?
- What's the difference between saving for a short-term goal and a long-term goal?
- Why is it important to be patient when saving for big goals?
- How can saving money now help you in the future?
- Why is it important to have an emergency fund?
- What are some creative ways to save money?

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- How can saving a small amount regularly add up over time?
- What's the best part about having money saved up?
- How can you stay focused on your savings goals when you're tempted to spend?
- What's one thing you could save for that would really make a difference in your life?

## Borrowing Money

- Why do people borrow money, and what are the risks?
- Why is it important to pay back what you borrow on time?
- How can borrowing money help you reach your goals?
- Why might saving up for something be better than borrowing money to get it? Why might someone take out a loan instead of using their savings?
- What should you do before you decide to borrow money?
- What are the dangers of borrowing more money than you can afford to pay back?
- How can borrowing money for education be a smart financial decision?
- What's the role of interest when you borrow money, and how can it affect you?

## Time and Money

- What's the relationship between how much something costs and how much you need to work to afford it?
- How do you decide if something is worth the time and money it costs?
- How can understanding the value of your time help you make better financial decisions?
- Why might it be worth spending more money on something that lasts longer?

## Giving

- What's one cause or charity you'd like to support, and why?
- How can you give back to your community without spending money?
- What's the most rewarding part of giving of your time or money?
- How can giving money or time make a difference?
- Should people include giving in their budget?
- How can small acts of giving add up to make a big difference?

## Banking

- Why do people keep money in a bank?
- How does using a bank account help you manage your money better?
- Why might digital banking be more convenient than traditional banking?
- How can online banking tools make managing money easier?
- What are some risks of online banking, and how can you avoid them?
- What are some ways to protect your financial information?

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## Financial Decisions and Next Steps

- What's the most important thing you can do to improve your financial future?
- How can setting financial goals help you make better decisions?
- Why is it important to keep learning about money as you get older?
- What's one financial habit you'd like to start today?
- How can talking about money with your family help you make better financial decisions?
- What's one thing you've learned that you'll apply to your life right away?
- What's the most challenging part about managing money, and how can you overcome it?
- How can understanding the connection between earning, spending, and saving help you make better financial decisions?

## Final Question

Conclude the discussion by using the **My One Thing** handout or inviting students to respond aloud to one of the following prompts:

What's one thing...

- you learned today that you think will make the biggest difference in your life?
- you'll do differently after watching this video?
- you can do to continue learning about money after today?
- to share with someone who's just starting to learn about money?
- you'll share with your family about what you learned today?
- you can do to stay on track with your financial goals?
- you'll take from today to practice making good financial decisions?
- you can do to encourage friends to make smart money choices?

## Connections to Core Curriculum

Looking for ways to connect [DE Docs: Money Mastery](#) with core curriculum? Check out these ideas and strategies.

### English Language Arts

- **Discussion and Debate:** Facilitate a classroom discussion about needs versus wants as mentioned in the video. Encourage students to share examples of needs and wants in their lives, and then hold a debate on whether certain items (e.g., a smartphone) should be classified as a need or a want.
- **Vocabulary Building:** Use the video to introduce and reinforce key financial vocabulary words like "budget," "interest," "savings," "debt," and "identity theft." Direct students to create flashcards with the word, definition, and a sentence using each word. Then students can use these flashcards in pairs or groups to quiz each other.
- **Narrative Writing:** Ask students to write a short narrative about a time they earned or received money, how they spent it, and what they learned from the experience. Alternatively, have them imagine they received a large sum of money and describe how they would budget it over a month.



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- **Comparing and Contrasting:** After watching the segment on spending wisely, invite students to compare and contrast spending and saving using a Venn diagram. They can focus on the pros and cons of each and reflect on their personal spending habits.
- **Persuasive Writing:** Challenge students to write a persuasive letter to a friend explaining why it's important to save money for future needs. They can use examples from the video, like Davidson's savings goals, to support their arguments.
- **Summarization:** Direct students to watch a specific segment of the video and then summarize it in their own words. This activity reinforces comprehension skills and ensures students grasp the main ideas discussed.

### Math

- **Budgeting Exercises:** Create a classroom activity where students develop a simple budget based on a hypothetical weekly allowance. They can practice adding up their earnings, subtracting expenses, and calculating how much they can save each week, just like the examples in the video.
- **Percentages and Proportions:** Use the video's discussion on saving 20% of earnings to introduce percentages. Explain that if a person earned \$10, then saving 20% would equal \$2. Discuss how saving different percentages (10% or \$1, 50% or \$5, etc.) would affect their savings over time.
- **Graphing Spending and Savings:** Invite students to track their spending and saving for a week or more. They can then create bar graphs or pie charts to visually represent their data, similar to how Davidson tracks his earnings in a spreadsheet.
- **Word Problems:** Develop math word problems based on scenarios from the video. For example, "If Davidson earns \$15 for mowing one lawn and \$10 for weeding, how much will he earn if he does both jobs three times in a week?"
- **Scarcity and Budget Allocation:** Present students with a limited budget and a list of items to "purchase." Challenge them to allocate their funds wisely, considering needs versus wants, to reinforce the concept of scarcity and prioritization.

### Science and Technology

- **Technology in Finance:** Explore the role of technology in modern banking as discussed in the video. Invite students to research how digital tools like online banking and apps work and discuss the science behind cybersecurity, including how passwords protect accounts.
- **Protecting the Environment:** Challenge students to connect spending money and protecting the environment. Consider examples such as how reducing energy costs and buying used items can both reduce costs and benefit the environment.
- **The Science of Decision-Making:** Use the video's emphasis on making informed financial choices to introduce the science behind decision-making. Discuss how the brain processes information and weighs pros and cons before making a choice. Students can explore concepts like impulse control, delayed gratification, and the neurological basis for why people sometimes make poor financial decisions.
- **Systems Thinking:** Introduce the concept of systems thinking by discussing how earning, spending, and saving are interconnected as highlighted in the video. Explain how these financial activities function as parts of a larger system, much like ecosystems in nature where all parts are interdependent. Students can create diagrams showing how changes in one part of a system (like overspending) affect other parts (like saving or borrowing).

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- **Financial and Resource Management:** Connect the idea of managing personal finances to the broader concept of resource management in science. Discuss how the principles of budgeting and resource allocation in personal finance mirror those used in managing natural resources, such as water or energy. Use this as a springboard for a discussion of sustainability and the importance of conserving resources for future generations, both financially and in the environment.

### Social Studies

- **Historical Perspective on Money:** Explore the history of money and banking as a social studies activity. Students can learn how money has evolved over time, from bartering systems to digital banking, and how these changes have influenced society.
- **Personal Responsibility and Civic Duty:** Discuss the importance of personal responsibility in financial matters as a form of civic duty. Relate this to broader social studies themes of citizenship, including the importance of making informed decisions that benefit not just the individual but society as a whole.
- **Cultural Perspectives on Money:** Consider how different cultures view and use money. Explore the cultural significance of money, including traditions around saving, spending, and giving. This can lead to a broader discussion on how cultural values influence financial behavior and the diverse ways communities around the world manage resources.

## Follow-Up Activities

After watching the video, engage students in one or more of the following activities.

### Money-Term Art

Invite students to use their creativity and reinforce money-related vocabulary. Distribute a blank sheet of paper to each student and direct them to write a financial term in large block letters. Challenge them to fill each letter with other financial terms, definitions, drawings, or examples that relate to the word they selected. For example, if they choose the word saving, they might draw a picture of a short-term savings goal in one letter, write words that relate to savings like a piggy bank or savings account in others, and draw other pictures related to saving on the rest, such as a bank or another savings goal. Display their artwork and/or take pictures to capture their creative efforts.

### Earnings Charades

Divide students into pairs or small groups. Direct students to brainstorm an earnings-related activity or scenario and decide how to act it out. Encourage them to have a whispered conversation as they will later act out their scenario for the other teams to guess. Provide time for groups to collaborate and then invite each one to come forward and act theirs out for the class. If desired, give points to groups for guessing the correct answer. This can be done aloud or on paper to allow more groups to score points. If needed, provide examples to groups who may find it hard to come up with an idea, such as a child asking a parent to pay them for doing chores, a young person setting up a lemonade stand, or someone getting paid for mowing a neighbor's lawn.

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## Financial Goals Timeline

Provide supplies for students to create posters illustrating their personal financial goals (both short-term and long-term ones) and how they plan to achieve them. Encourage students to be creative in conveying their ideas while remaining realistic about the goals they set and how to achieve them.

## Money as Time Charts

Challenge students to create charts or posters showing how many hours of work a teen would need to work in order to buy things they might want. Give students the current minimum wage in your state or the prevailing wage for teen workers. Encourage them to include at least ten examples and a combination of goods, services, and experiences. Conclude with a discussion of how thinking about the time a person must work to afford something might influence spending choices.

## Giving Back Brainstorm

Lead a brainstorming session where students think of ways to give back to their community. This could include donating money, volunteering time, or organizing a charity event. After brainstorming, invite students to choose one idea and create a plan for how they could implement it. Call on students to share their ideas with the group.

## Quick Write Reflection

Direct students to spend five to ten minutes writing a short reflection of what they learned. Allow them to pick any topic or provide one from the **Video Discussion** section. After writing, call on volunteers to share their reflections with the class.

## Agree or Disagree Game

Share with students that there are many personal finance topics around which people will often disagree. Explain that learning to discuss these topics and understand where someone else is coming from in their response is a valuable skill, especially if they will make financial decisions down the road with another person, such as a roommate or spouse. Let students know you will share statements for which there is no clear right or wrong answer and for which people might hold different opinions. Direct students to stand up if they agree with the statement and sit down if they disagree. Use this activity to spark quick discussions or explanations for their choices.

- It is important to save money every time you earn it.
- People who don't use a budget will never know where their money is going.
- Giving to charity should be a part of your financial plan.
- I would rather spend my money on experiences than things.
- I'd rather spend more and get something that will last a long time than a less expensive one that may not last.
- It's important to talk about money openly with friends and family.
- It's okay to borrow money from a friend if you really want to buy something.
- You should use some of your money to buy gifts for your family and friends.
- It's important to track how much money you have spent and how much you have left.
- You should always ask a parent or adult for advice before buying something expensive.

## Pathway to Financial Success

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### Borrowing Role-Play

Challenge students to brainstorm a list of scenarios in which people might lend or borrow something. Examples can include both items and money. Once you have a list of ideas, let students know that they will work in pairs to role-play one of the scenarios. Pair students and have one act as the "lender" and the other as the "borrower." The lender should explain the terms of the agreement, including when the money or item must be returned, what interest (if any) will be charged, etc. After the role-play, discuss what you would look for in a borrower before lending and why it's important to borrow responsibly.

### Money Mastery Crossword Puzzle

Distribute a copy of the Money Sense Crossword Puzzle to each student. Invite students to work independently or in pairs to complete the puzzle. With younger students, consider providing a word bank from which students can select the correct answers. The word bank should include all of the correct answers and at least a few extra terms. The answers to the puzzle are:

#### Across

- 4. **BANK** - A safe place to store money
- 6. **INTEREST** - Extra money paid back when borrowing or earned on savings
- 7. **SAVINGS** - Setting aside money for future use
- 8. **LOAN** - Money borrowed and repaid with interest

#### Down

- 1. **WORK** - Activities done to earn money
- 2. **SCARCITY** - When something is limited, choices must be made about how to use it
- 3. **SPENDING** - Using money to obtain goods and services
- 5. **BUDGET** - A plan for spending and saving money
- 6. **INCOME** - Money earned from work or received from other sources
- 9. **NEED** - Something essential for living, like food or shelter

## In-Depth Lessons

The lessons below were created to complement [DE Docs: Money Mastery](#). While designed for classroom use, they can be adapted to other settings and/or abbreviated to meet various time constraints and topics of interest.

### Scam Spotters

In [this lesson](#), students explore the concept of phishing and how it can lead to identity theft. The lesson begins with an interactive introduction comparing traditional fishing to the malicious practice of phishing, helping students understand the dangers of sharing personal information online. Through a hands-on activity involving mystery messages, students learn to identify and respond appropriately to various digital communications. The lesson includes a discussion of safe banking practices, reinforced by recalling tips shared by an expert in the [DE Docs: Money Mastery](#) video. The session concludes with a role-play activity and reflective exit ticket, allowing students to apply what they've learned and articulate their understanding of safe digital banking.

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### You Do What?

In [this lesson](#), students explore careers, including the education and training needed to obtain them. At the beginning of the activity, students brainstorm jobs that start with each letter of the alphabet, enhancing their awareness of different professions. Next, they guess the correct descriptions of lesser-known careers. Students then work in small groups to consider the education, training, skills, and interests associated with these careers. After presenting their results with the class, students revisit or watch the Earning segment of [DE Docs: Money Mastery](#) featuring Davidson, a teen with a successful lawn-mowing business. The lesson concludes with a brief discussion of human capital and students reflecting on their own career interests and what skills they could develop to achieve them.

### Needs and Wants Scavenger Hunt

In [this lesson](#), students participate in a classroom scavenger hunt designed to help them differentiate between needs and wants within their learning environment. Through interactive activities, students locate items that match specific descriptions and then work in pairs or small groups to prioritize these items based on their importance. The lesson culminates in a comparison and discussion of the students' prioritization choices, emphasizing that perspectives on needs and wants can vary. By the end of the lesson, students will have a deeper understanding of how to make thoughtful financial decisions by prioritizing their needs and wants.

## National Standards for Personal Financial Literacy

### I. Earning Income

4–2 People may be able to improve their ability to earn income by gaining new knowledge, skills, and experience.

4–4 People can earn income by starting a new business as an entrepreneur or by owning a business.

8–3 Getting more education, training, and experience can increase a person's human capital, productivity, and income-earning potential.

8–9 Entrepreneurs gain satisfaction from working for themselves and expect to earn profits that will compensate for the risks associated with new business ventures.

### II. Spending

4–1 People differ in their preferences, priorities, and resources available for consuming goods and services.

4–2 Money can be spent to increase one's own or another individual's personal satisfaction or toll.

4–2 Money can be spent to increase one's own or another individual's personal satisfaction or to share the cost of goods and services.

4–6 Payment methods for making purchases include cash, checks, debit cards, and credit cards.

8–1 Creating a budget can help people make informed choices about spending, saving, and managing money in order to achieve financial goals.

8–4 Consumers weigh the costs and benefits of different payment methods to determine the best option for purchasing goods and services.

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## III. Saving

4-1 When people save money, they are choosing not to spend money today to be able to buy something in the future.

4-3 People differ in their values and attitudes about saving.

8-2 Savings decisions depend on individual preferences and circumstances, and can impact personal satisfaction and financial well-being.

## IV. Managing Credit

4-1 Interest is the price a borrower pays for using someone else's money, and the income earned by the lender.

4-2 When a person pays with credit, they have immediate use of purchased goods or services while agreeing to repay the lender in the future with interest.

4-3 Lenders are more likely to approve borrowers who do not have a lot of other debt and who have a history of paying back loans as promised.

8-4 Credit cards typically charge higher interest rates on balances due compared with rates on other types of loans.

8-6 When people borrow money to invest in higher education or housing, the risks and costs may be outweighed by the future benefits.

8-7 Borrowing increases debt and can negatively affect a person's finances.

## V. Managing Risk

4-1 People are exposed to risk when there is a chance of loss or harm. Risk is an unavoidable part of daily life.

8-7 Identity theft is the use of someone else's personal identification information to commit a crime.

# MONEY Poem

*DE Docs: Money Mastery*

**Directions:** Create a poem using words starting with the letters in MONEY.

**M** \_\_\_\_\_

**O** \_\_\_\_\_

**N** \_\_\_\_\_

**E** \_\_\_\_\_

**Y** \_\_\_\_\_

# M-O-N-E-Y Notetaker

## DE Docs: Money Mastery

This video was all about MONEY! Fill in the table with answers to each M-O-N-E-Y question based on what you saw and learned in the video.

<p><b>M</b> <b>Memory</b> What do you want to remember from the video?</p>	
<p><b>O</b> <b>Oh Wow!</b> What information did you find interesting?</p>	
<p><b>N</b> <b>Noteworthy Details</b> What facts or details do you think are important?</p>	
<p><b>E</b> <b>Experience</b> How does the video relate to your money experiences?</p>	
<p><b>Y</b> <b>Your Questions</b> What questions do you have after watching?</p>	



# My One Thing

*DE Docs: Money Mastery*

What's your "one thing?"

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STUDENT CAPTURE SHEET

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# Money Mastery Crossword Puzzle

## DE Docs: Money Mastery

**Directions:** Complete the puzzle with terms used in the video.

### ACROSS

- 4. A safe place to store money
- 6. Extra money paid back when borrowing or earned on savings
- 7. Setting aside money for future use
- 8. Money borrowed and repaid with interest

### DOWN

- 1. Activities done to earn money
- 2. When something is limited, choices must be made about how to use it
- 3. Using money to get goods and services
- 5. A plan for spending and saving money
- 6. Money earned from work or received from other sources
- 9. Something essential for living, like food or shelter