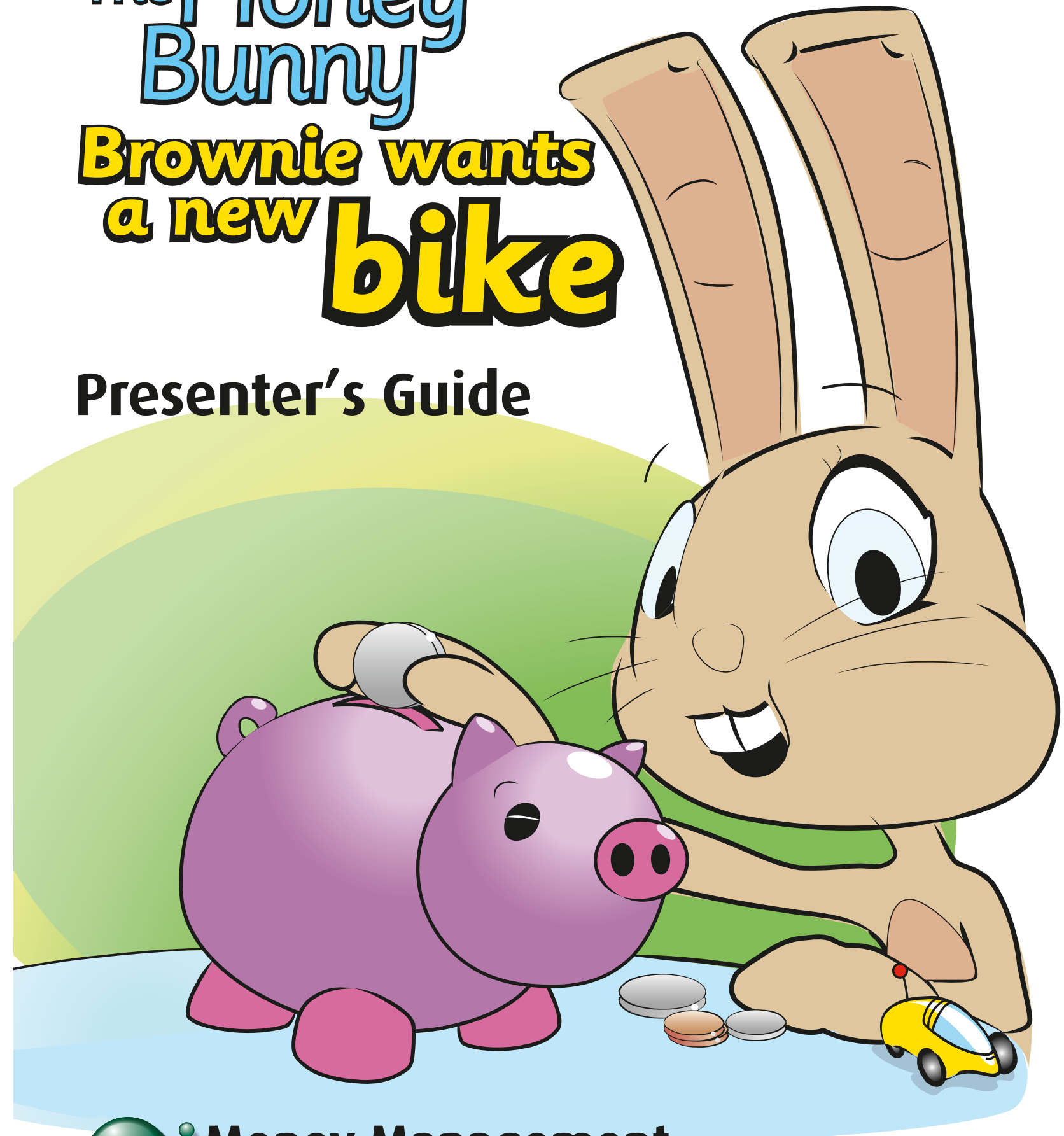


The Money Bunny

Brownie wants
a new **bike**

Presenter's Guide



Money Management
INTERNATIONAL

The Money Bunny – Brownie Wants a New Bike Presenter’s Guide



Description

This program is designed for financial educators to use with kindergarten and first grade students in a classroom setting. The program explores the achievement of financial goals through the story of Brownie Bunny who wants a new bike.

Program Components

For presenters:

- Story: *The Money Bunny — Brownie Wants a New Bike*
- *Presenter’s Guide*
- *School Program Evaluation* forms
- *Pretest and Post-test* worksheets

For classroom teachers

- *The Money Bunny — Brownie Wants a New Bike: Follow-up Activities for the Classroom*

For parents:

- *The Money Bunny — Brownie Wants a New Bike: Follow-up Activities at Home*

Checklist Of Materials Needed For Presentation

- One copy of *The Money Bunny — Brownie Wants a New Bike* story to read
- Money Bunny puppet
- Blanket game supplies: small blanket and 6 – 8 items that represent needs and wants, such as: shoe, piece of fruit, picture of a house, balloon or ball, doll, etc.
- One copy of the *School Program Evaluation* form to be completed by teacher and returned to presenter
- One copy of *The Money Bunny — Brownie Wants a New Bike: Follow-up Activities for the Classroom* to leave with the teacher
- Copies for each student of the *Pretest and Post-test* worksheets
- Copies for each student of *The Money Bunny — Brownie Wants a New Bike: Follow-up Activities at Home*

Learning Concepts

- Distinguishing between needs and wants*
- Setting goals
- Setting priorities
- Making choices and allocating resources
- Making buying decisions
- Saving money
- Problem solving
- Recognizing resources

Student Objectives

Five and six year olds in a group setting will:

- Distinguish between needs and wants
- Identify what Brownie wanted (his goal)
- List resources available to Brownie
- Evaluate Brownie’s satisfaction with his decision
- Apply concepts to personal situation

Key Words To Be Used By Presenter In Discussion

- Goal – what you want or need; something worth working for
- Need – something necessary for life: food, clothes, shelter, medical care
- Want – something that will make your life happier or easier even though you can live without it
- Resources – what you have available to achieve what you need and want: money, time, skill, ideas, effort. Money is limited. Sometimes, we can use other resources to get what we need and want.
- Priority – what is important to you
- Choice – being able to decide between two or more alternatives

Evaluation

The program evaluation consists of an evaluation form and pre- and post-test worksheets. The evaluation form provides four types of information: a record of the number of students reached, some demographic characteristics of the students, a record of the pre- and post-test scores and teacher feedback about the quality and value of the presentation. The pre- and post-test worksheets contain the same elements. The pretest worksheet is completed by students at the very beginning of the class. The post-test is administered after the classroom game, story, and discussion. Additional evaluation data can be obtained by observing mastery of learning concepts other than distinguishing between needs and wants. Record your anecdotal notes about these observations at the end of the evaluation form. Feedback from teachers and parents about long-term retention of the learning concepts also provides valuable data for reporting program impact.

Lesson Plan

Note: This program may be shortened if you are working with kindergarten children.

- Introduce yourself.
- Distribute the worksheet pretest and ask the students to write their names at the top of the page and circle the items that are needs. Collect the pretests.
- Use the puppet to ask the following questions to help students prepare for the story and to assess their pre-program knowledge and familiarity with the concepts.
 - Who likes money? Why do you like money?
 - What are some things we **need** every day? (food, clothing and shelter)
 - What are some of the things you *want*?
 - Why are **wants** different from **needs**? (and yet still important)
 - How do our families get what they need and want? (earn an income from a job; save for big purchases; use their skills, time, effort and ideas)
 - Do you save? Do you earn money? Where do you get your money?
 - Do you or your parents do things that you could pay someone else to do? (examples: wash the car, cook dinner, cut the grass, paint the house) Is it better to pay someone else or do it yourself?

- For first grade classrooms, review the key words and what they mean. This step may be omitted for kindergarten classes.
- Classroom Activity: Blanket Game
Show the needs and wants items to the children, then hide them under the blanket. Place one behind your back or in a bag, remove the blanket and ask them what is missing. Discuss if the item is a need or a want. Continue until all items are gone from under the blanket.
- Read *The Money Bunny — Brownie Wants a New Bike* story
 - During the story, prompt children with questions such as, “What do think will happen next?” “Why do think he decided to...?” “How do you think Brownie is feeling?”
 - Compare the dollars Brownie has saved to the cost of the bicycle and bell. “Is \$25 more or less than \$135?” “Does Brownie have enough money to buy the bell?”
- After the story, use the puppet to ask the following questions to help students process the story and to assess their post-program knowledge and familiarity with the concepts. Ask:
 - What did Brownie want?
 - Did Brownie need a new bike?
 - What are some resources Brownie used? (money from saving his allowance, money earned by doing chores, his effort to paint the old bike)
 - What resources other than money (time, skill, ideas, effort) do you have to use?
 - How did Brownie feel about his new bike?
- Distribute *The Money Bunny — Brownie Wants a New Bike: Follow-up Activities at Home* for the children to complete at home.
- Conduct Evaluation — distribute the post-test worksheet and collect when completed. Ask the teacher to complete the School Program Evaluation form and return it to you. At a later time, score the worksheets and record average scores on the School Program Evaluation form.

* Keep in mind that the perception of what is a need and what is a want is highly personal and may be dictated by cultural norms, customs, and individual characteristics. When discussing needs, try to focus on broad categories, such as food, clothing, shelter, and medical care. For example, a child with a gluten allergy would not see bread made from flour as a need.