

4-H Training Topics - *Reading Makes Cents*

Learning About Money Concepts Through Children's Literature

Background:

Reading Makes Cents: Learning About Money Concepts Through Children's Literature is designed to introduce school-age children in grades 3-5 to basic money management concepts. Using children's literature to teach the concepts makes the learning more fun and also promotes the enjoyment of reading as a family, a youth group or an individual.

Resource:

Reading Makes Cents, **The Negotiator: Allowance Improv**, pages 42-44

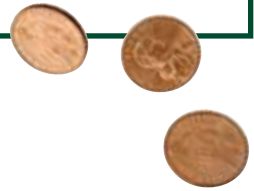
Materials Needed:

- Question list for generating discussion,
- Role-play starter situations found on **page 44** cut into strips,
- Two baskets,
- Two or three chairs,

- Table or desk,
- Small blanket to toss over two chairs to make a couch for living room scene,
- Books, *Owen Foote, Money Man*, by Stephanie Greene and *Follow the Money* by Loreen Leedy.
- Copies of *Reading Makes Cents*.
- Enough copies of **Puzzle Questions, page 34** so that each staff person gets one question but no answers.
- Paper,
- Pencils,
- Calculator,
- Easel paper and easel,
- Markers.

Preparation:

Prior to the training read the three pages of the activity. Also read the suggested chapters in the book *Owen Foote, Money Man*. Collect all the supplies listed on the materials list. Allow 30 minutes to set up the room with tables and chairs and put out materials.



1 Welcome and Introductions

What to Do	What to Say	Minutes
Display books and curriculum on table. Welcome everyone as they arrive and give each one a puzzle question.	Thanks for coming. While others are arriving start with the puzzle and look at the books that are on the tables.	5

2 Curriculum

What to Do	What to Say	Minutes
Show the <i>Reading Makes Cents</i> curriculum. This curriculum has only one volume.	This curriculum is different than most other 4-H materials. There are 53 activities containing 9 components which serve as a step-by-step guide for each session. Let's take a look at those components.	3

3 Staff Introductions

What to Do	What to Say	Minutes
Make sure everyone is comfortable and has everything they need for the training.	Hi, my name is ...and I'm the trainer for today. I'd like you to introduce yourself and tell everyone what experience you have using a curriculum like this.	5

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4 Doing an Activity

What to Do	What to Say	Minutes
<p>Ask four volunteers to set up the kitchen and living room scene.</p> <p>Read the Book Talk Questions and ask participants for their answers.</p>	<p>In this activity everyone has the opportunity to do a bit of acting through role plays. But first, let's hear the reading. Listen and think about how Owen has changed and if he is ready for an allowance.</p> <p>For the role play half of the group will be parents and half children. Divide into pairs, one child and one parent. Take a role play starter that fits your assigned part. Children will make the opening statement, parents will respond with the attitude they chose but the attitude can change depending on the child's reaction.</p> <p>Each pair can choose to start in the kitchen or living room, keep the conversation moving and talk until there is a resolution. Allowance or no allowance.</p>	17

5 Sharing Ideas

What to Do	What to Say	Minutes
<p>Point out the Book Talk questions on page 42 and the Discussion Questions, page 43.</p>	<p>Let's answer two Book Talk questions, who has one they want to discuss? Now how about a couple of Reflect Questions from page 43?</p>	5

6 Applying the Experience

What to Do	What to Say	Minutes
<p>End with Dividends (Apply) questions.</p>	<p>Think about how the youth would answer the apply questions. Should the activity be changed for young people? Is this an activity they would enjoy?</p>	5

7 Making a Plan

What to Do	What to Say	Minutes
<p>Make a plan for starting the project.</p>	<p>Now it's time to make an action plan for when and how <i>Reading Makes Cents</i> can be used. Who will be the adult leader? Will there be any teen helpers? How many sessions/weeks will the project last? How will parents be involved? When will there be another planning meeting?</p>	5

8 Closing

What to Do	What to Say	Minutes
<p>Summarize and close.</p>	<p>That is all of the time we have for today. Talk to the children, parents and each other about this curriculum to see how much interest there is. Thanks for a great training and for helping to clean up.</p>	1

