Money does not wear out easily. Money can be used to buy goods and services. Money is easy to carry around. Money is limited in supply. Money can be easily divided.

Money is used to buy goods and services. A good is a product that you can touch. A service is an activity someone does to satisfy a want or need for someone else.

Characteristics of Money

Divisible
Money can be easily divided

Portable
Money is easy to carry around

Scarce
Money is limited in supply

Generally Accepted
Money can be used to buy goods and services

Durable
Money does not wear out easily

A list of objectives, materials, and instructions can be found on page 17 of the student workbook.
**INSTRUCTIONS:** Look at the items below. Put a ✓ if the item has the characteristic of money, an X if the item does not have that characteristic of money, and a ? if you are unsure. Then add four more items to the list. The first item is done for you.

<table>
<thead>
<tr>
<th>Item</th>
<th>Portable</th>
<th>Divisible</th>
<th>Durable</th>
<th>Scarce</th>
<th>Generally Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crayon/Marker</td>
<td>✓</td>
<td>✓ (but not evenly)</td>
<td>? (can break or melt)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Salt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chocolate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beads</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Could any of these items replace the money we have today? Why or why not?
INSTRUCTIONS: Compare the coins below. List how the coins are different in the outside of the circles, and how the coins are alike where the circles overlap. The first one has been done for you.
INSTRUCTIONS: Circle the amount of coins in the correct color. Coins can be circled more than once.

1. In **BLUE**, circle the number of pennies to equal a nickel.
2. In **RED**, circle the number of nickels to equal a dime.
3. In **GREEN**, circle a combination of pennies and nickels to equal a dime.
4. In **PURPLE**, circle a combination of pennies, nickels, and dimes to equal a quarter.

Which group of coins would you rather have and why?

Why? 

**OR**
INSTRUCTIONS: Print the first letter of each clue to spell out a coin and then answer questions about that coin. The first one has been done for you.

1. d i m e
   - Whose face is on the front of the coin? **President Roosevelt**
   - What is the value of this coin? **10 cents**

2. **?**
   - Whose face is on the front of the coin? ____________
   - What is the value of this coin? ____________

3. **?**
   - Whose face is on the front of the coin? ____________
   - What is the value of this coin? ____________

INSTRUCTIONS: First, draw a line from the job to the matching good or service. Then, if the product is a good, circle it in ORANGE. If a product is a service, circle it in GREEN.

- Barber
- Teacher
- Farmer
- Librarian
- Policeman
- Baker
- Florist
- Bus Driver
- Corn
- Transportation
- Bread
- Learning
- Safety
- Flowers
- Haircut
- Book

Some jobs provide both a good and a service. List two.

__________________________

and

__________________________

When I grow up, I want to be a

__________________________

because

__________________________

__________________________

__________________________

__________________________

Materials provided by the Federal Reserve Bank of Richmond
INSTRUCTIONS: Imagine that you are buying a school lunch. You can pick one item from each menu category. Draw your chosen item in the correct portion of the lunch tray.

Menu
Main Course
- Macaroni and Cheese
- Hamburger
Vegetable
- Peas
- Green Beans
- Carrots
Dessert
- Jello
- Pudding
Drink
- Milk
- Chocolate Milk
- Water

Lunch Tray Activity

Fruit
- Peaches
- Applesauce

Just like at lunch, you cannot have everything you want all the time so have to make choices. When you choose one thing, you give up something else.

What did you pick as your vegetable? __________________________

What did you give up to have that vegetable? List your second vegetable choice: __________________________

Scarcity means not being able to meet all wants at the same time because resources are limited.

Barter Smarter

If we didn’t have money, we would have to barter. Barter is when you trade one good or service for another.

You have an extra cookie at lunch, and you want to trade for something else. The people at your table have things that they want to trade too.

Who would you want to trade with?

Would you be able to trade with them if they didn’t want your cookie?

Alex
Mary
Josh
Nick
Melanie

Materials provided by the Federal Reserve Bank of Richmond.
INSTRUCTIONS: Fill in the blanks and circle the correct word. The first one has been done for you. If you need help, look back at page 11.

1. The provides a good service.

2. The provides a good service.

3. The provides a good service.

4. The provides a good service.

5. The provides a good service.

6. The provides a good service.

INSTRUCTIONS: Write the name and value of the coins below.

<table>
<thead>
<tr>
<th>Name of coin</th>
<th>Value of coin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INSTRUCTIONS: Cut out the definitions below and glue them next to the correct term.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money</td>
<td>Putting money away to use later.</td>
</tr>
<tr>
<td>Barter</td>
<td>Used to buy goods and services. A medium of exchange.</td>
</tr>
<tr>
<td>Good</td>
<td>Work that is done to earn money.</td>
</tr>
<tr>
<td>Service</td>
<td>Activities people provide to satisfy others’ needs and wants.</td>
</tr>
<tr>
<td>Saving</td>
<td>Things people make or use to satisfy others’ needs and wants.</td>
</tr>
<tr>
<td>Job</td>
<td>Trading one good or service for another.</td>
</tr>
</tbody>
</table>
Part 1 - Money

Objectives
• Students will classify items according to the characteristics and functions of money and determine if various objects could function as money.
• Students will identify the penny, nickel, dime, and quarter and compare the physical characteristics of the coins.
• Students will demonstrate understanding of the value relationships between these coins.
• Students will be able to apply their training in arithmetic.

Time Required
2-3 class sessions

Materials
• Pencils
• Blue, red, green, and purple markers or crayons
• Coins to pass around, optional

Procedure
1. Review the information on page 3 with students and provide examples to enhance understanding.
2. Read the instructions for the table on page 4 with the students. Guide students through completing the activity and answering the question at the bottom.
3. Review the information about the different coins on page 5. Pass around examples of the coins if available.
4. Discuss the Venn diagram instructions with students on page 6 and go over the example with the students to ensure understanding. Have students complete the other Venn diagrams independently or complete them as a class.
6. When students have a grasp of the equivalents, discuss and have them complete the tasks on pages 8 and 9.
7. Go over the instructions with student for the coin puzzle on page 10 and have them complete.

Part 2 - Jobs, Money, Goods and Services

Resource Objectives
• Students will match names of jobs with the good or service produced by the people in those jobs.
• Students will distinguish between jobs in which people produce goods and jobs in which people produce services.
• Students will recognize that scarcity requires people to make choices because they cannot have everything they want.
• Students will be able to distinguish between the use of barter and the use of money in the exchange for goods and services.
• With teacher/parent facilitation, students will
  » recognize that people earn money at jobs,
  » understand that people use the money they earn at their jobs to purchase goods and services to satisfy wants and needs,
  » understand that people can choose to spend or save their money, and
  » realize that saving allows people to buy goods and services in the future.

Time Required
1-2 class sessions

Materials
• Pencils
• Orange and green markers or crayons
• Markers or crayons

Procedure
1. Review the terms at the top of page 11 with the students. Discuss with students how jobs, money, goods, and services are all related.
2. Read the instructions for the activity at the bottom with the students and guide them through completing it and answering the questions to the right.
3. Review the directions for the Choose or Refuse activity on page 12 with the students. Explain that each student is only allowed to pick one item from each category.
4. Guide students through completing the questions at the bottom. Explain and discuss with students the role scarcity played in having to choose.
5. Discuss with students the definition of barter and explain the instructions for the trading activity on page 13. Guide students through completing the activity in their workbook.
6. Explain the instructions for the review portion of the workbook on pages 14-15 and assist students with completing those activities.