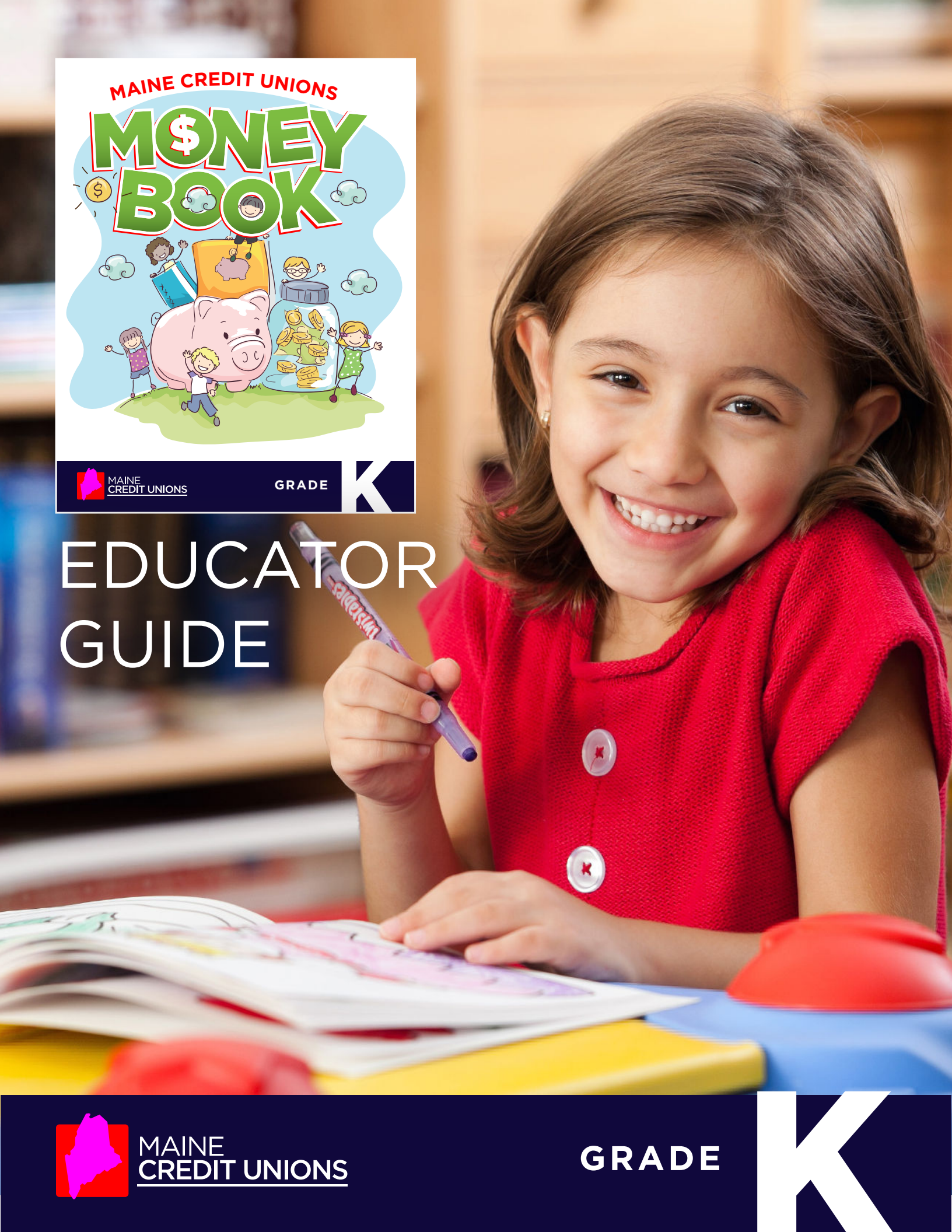


# EDUCATOR GUIDE



# A LONG HISTORY

## People Helping People.

Maine credit unions have a long history of providing financial education. Between volunteering to teach youth financial education in schools and hosting Financial Fitness Fairs, credit unions across the state collectively expose nearly 20,000 Maine students to financial literacy and money management concepts each year. Having long believed the students of today are the community leaders of tomorrow, Maine credit unions recognize the importance of equipping youth with the knowledge and skills they need to help them manage their money effectively.

### Desjardins Financial Education Awards

CUNA created the Desjardins program to recognize leadership within the credit union movement on behalf of financial literacy for all ages. Naming the award after Alphonse Desjardins emphasizes the movement's longtime commitment to youth. Besides founding the first credit unions in Canada and the U.S., Desjardins pioneered youth savings clubs and in-school "banks," known as *caisses scolaires*. This award considers all activities supporting the personal finance education of members and non-members, including, but not limited to, face-to-face teaching using proprietary materials and curricula, as well as financial literacy leadership efforts.

In recognition of Maine credit unions' efforts, the Maine Credit Union League has been a consistent winner of the National Desjardins Youth Financial Education Award!



# LESSON: **WHAT IS MONEY?**

## **Introduction:** (5 minutes)

Greet the students. Tell them your name, describe what you do for work at the credit union, and share some fun information about yourself.

Explain to the students that you're here volunteering on behalf of your credit union, an organization that is happy to teach people of all ages about saving and spending money. Additionally, explain that your credit union is also a place where people can safely keep their money.

## **Volunteer Tips**

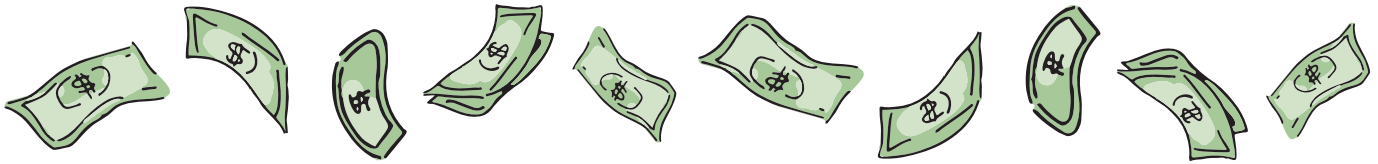
When speaking to young students, they often do best when seated on the floor in a semicircle around you.

Ask the students to raise their hands when answering a question or if they have something to say.



Write your introduction notes and/or talking points here:





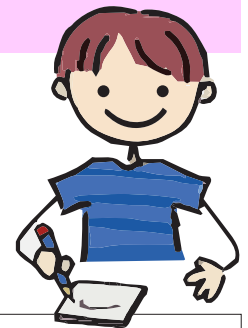
## Discussion: (5 minutes)

Ask the students if they can tell you what money means to them. Either call on students raising their hands or ask each student in order of the semicircle. When it's a certain student's time to speak, ask them to stand and share what they think money means.

After listening to the students' answers, define money for the students.

**Money: Something that is used to pay for the things we need and want.**

Thank the students for being good listeners and have them return to their seats.



## Activity (10 minutes)

Ask the students to get either their crayons or colored pencils ready. Distribute a Maine Credit Unions' Money Book to each student. Have the students open their Money Books to page 1. On page 1 of the Money Book, ask the students to draw something they would pay for with money. While the students are busy drawing, walk around the classroom and discuss their purchase choice. Compliment the students on their drawings and, if able, ask them to write a sentence about why they would pay for that item if they had money.

After finishing, have the students put down their Money Books and return to the semicircle in front of the classroom.

**DRAW** a picture of something you would pay for with money.

Write a sentence about why you would pay for that item if you had money.

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MAINE CREDIT UNIONS MONEY BOOK

# GOODS & SERVICES

## Discussion: (10 minutes)

Ask the students if they know how people get money. Either call on students raising their hands or ask each student in order of the semicircle. When it's a certain student's time to speak, ask them to stand and share how they think people get money.

Tell the students that most people earn money by doing a job. Also, let them know that by earning money, people can spend it on goods and services. Define the terms for the students.

### GOODS:

Things that are bought and sold, that you can use or consume. Goods can be things like toys, food, or video games. Ask the students if they can think of any other examples of goods.

### SERVICES:

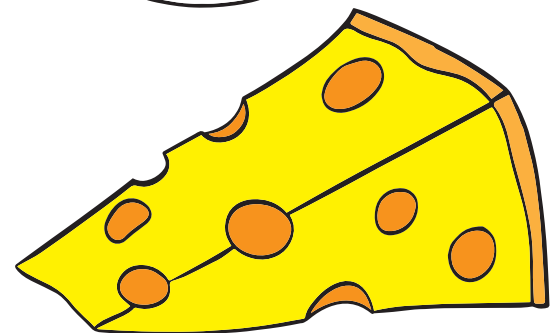
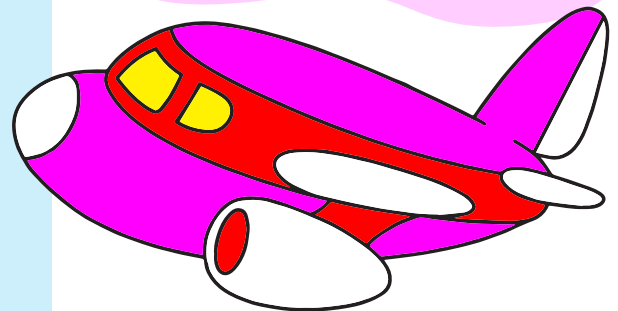
Something that someone does for you. A service could be giving you a haircut at the salon, cleaning your teeth at the dentist's office, or flying you to your destination on an airplane. Ask the students if they can think of any other examples of services.

### Examples of goods:

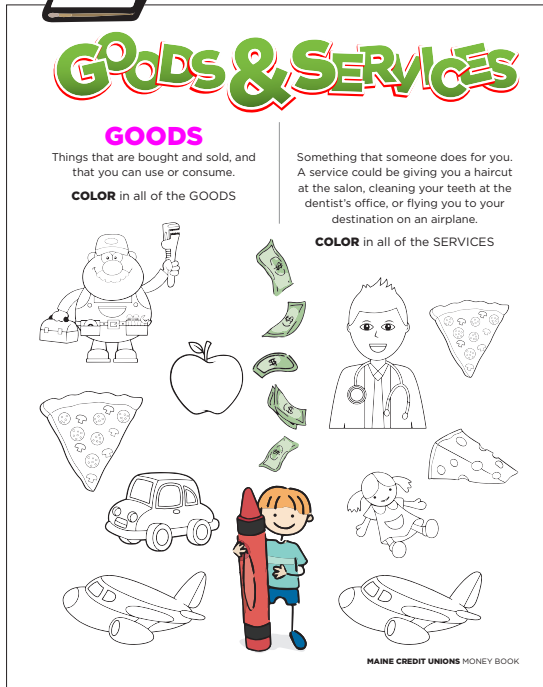
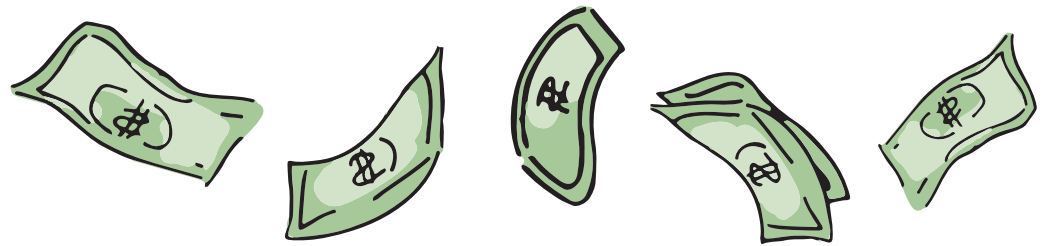
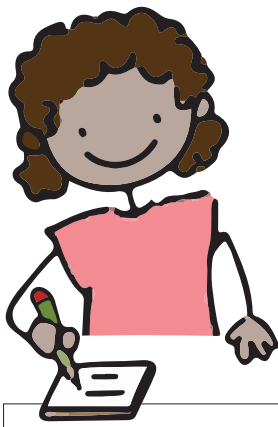
- Cars
- Computers or tablets
- Bicycles
- Trampolines
- Books
- Clothes

### Examples of services:

- Car repairs
- Home repairs
- Piano lessons
- Newspaper delivery
- Pet grooming
- Landscaping



Thank the students for listening as you discussed goods and services and have them return to their seats.



## Activity (10 minutes)

Ask the students to get either their crayons or colored pencils ready. Have them turn to page 2 in their Money Books. On page 2 of the Money Book, have them color in all the examples of goods. While the students are coloring, walk around the room to review and discuss.

Once the students have finished coloring in the goods on page 2, have them turn their Money Books to page 3. On page 3 of the Money Book, have them color in all the examples of services. Again, walk around the room to review and discuss.

After finishing, have the students put down their Money Books and return to the semicircle in front of the classroom.

## Discussion: (5 minutes)

Ask the students how they think they could earn money to pay for goods and services. Either call on students raising their hands or ask each student in order of the semicircle. When it's a certain student's time to speak, ask them to stand and share how they think they could earn money. Offer some examples on how the students could earn money at home.

Thank the students for participating today and encourage the students to share their Maine Credit Unions' Money Books at home.

### Examples include:

- Shoveling snow
- Raking leaves
- Washing the car
- Lemonade stand
- Selling toys (consignment)



# LOOKING AHEAD

## GRADE 1

In this upcoming lesson, students in the 1st Grade will learn how to identify and count money, and differentiate between needs and wants.

In order for children to manage their money effectively, they need to be able to recognize the names and values of different coins and bills used in exchange for goods and services. Additionally, students will be introduced to other forms of payment—including debit and credit cards, and online and mobile wallets.



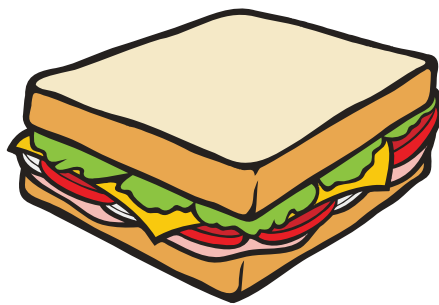
After learning the relative values of coins, bills, and other forms of currency, students will learn about the difference between wants and needs. Students will need to think critically to differentiate and prioritize needs and wants as they explore thought-provoking scenarios. After discovering that money isn't infinite, having the students make informed choices will instill confidence in their decision-making abilities.

# WANTS



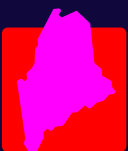
# NEEDS

# VS.



# **THANK YOU,** CREDIT UNION VOLUNTEERS!

Your time and commitment to financial education are important and appreciated.



MAINE  
CREDIT UNIONS

[mainecreditunions.org](http://mainecreditunions.org)