



Lesson Plan

Title: Personal Financial Literacy (PFL) with "Rock, Brock, and the Savings Shock"

Grade Levels: 1–5

Wisconsin Standards for Personal Financial Literacy: The table below is provided to give banker volunteers background information on related concepts that K–2 grade (center column) and 3–5 grade students (right column) are learning in the classroom.

Learning Priority	K–2 grades	3–5 grades
Content Area: Financial Mindset		
FM1.a: Critical Consumer	Differentiate between buyers (consumers) and sellers (producers). List traits of being a responsible consumer (e.g., look at the price or compare the value of items).	Describe the steps in making a purchase (i.e., consumer buying process). Identify items that can be used in making consumer decisions (e.g., comparison shopping skills regarding price or substitutes).
FM1.b: Functions and Structure of Money	Categorize types of money (e.g., coins or bills), and explain why money is used.	Describe the role of money in everyday life.
FM1.c: Opportunity Costs	Differentiate between a want and a need.	Compare and contrast the costs and benefits of a decision. Explain that choices may have long-term unintended consequences.
FM2.a: Values and Behavior	Identify why people decide to earn, save, spend, or give money.	Examine different cultural perspectives and behaviors regarding financial values and goals across communities.
FM2.b: Emotional Influences	Identify how emotions may be the same or different from other people.	Describe how emotions impact financial decisions.
FM2.c: External Influences	Identify external influences (e.g., peers, family, or community) that may affect what someone wants.	Explain ways financial decisions are influenced by external factors.
FM2.d: Financial Goals	Identify the importance of a financial goal (e.g., purchasing a bicycle or toy).	Describe elements of a goal development strategy (e.g., SMART - specific, measurable, attainable, relevant, and time-bound).
Content Area: Education and Employment		
EE1.b: Types of Compensation	Identify ways people earn money.	Describe the ways people are compensated. Identify reasons people earn different amounts of money.
Content Area: Money Management		
MM1.b: Financial Management	Identify that there are three ways you can use money - save, spend, and give.	Identify age-appropriate ways to save, spend, and give money. Identify the personal information necessary to establish a financial account (e.g., personal details, contact information, and social security number).
MM2.a: Financial Institutions and Service Providers	Identify financial institutions within the community.	Identify the services and resources that financial institutions provide consumers.
MM2.b: Payment Types	Recognize that items of value, including money, can be earned and exchanged for goods and services.	Investigate multiple ways to pay for goods and services. Compare digital banking methods and cash payments for

		purchasing goods and services. Identify methods to prove income has been received and payment has been made.
Content Area: Saving and Investing		
SI1.a: Saving Principles	Identify an experience of waiting to have enough money to buy something.	Describe reasons why people save money. Explain the phrase pay yourself first.
SI1.c: Saving Goal Planning	Describe strategies to save money.	Identify steps to reach a savings goal. Explain how people make spending and saving choices to meet personal savings goals.
SI1.d: Saving Risk and Reward	Explain how choices we make now affect what we get in the future. Explain how financial institutions help people make choices about how to save money.	Compare types of risks and rewards when saving (e.g., no loss of principal, interest-bearing).

Objective: Students will analyze the financial decisions of the main characters in "Rock, Brock, and the Savings Shock" by Sheila Bair and learn about the merits of savings (and compound interest) to make informed choices.

Materials:

- Copies of the book
- Whiteboard or chart paper and markers
- Savings Goal Worksheet (K–2 version and 3–5 version)
- Let's Count the Change Sorting Activity Worksheet (K-2) with coins or play money
- Alternative Coin Value activity if you'd rather not use actual coins: Add Up and Match (K–2)
- Spending Diary (3–5)
- Hot Seat Game Handout: three characters (3–5)

Procedure (select activities based on time allotted, age of students, and size of class):

Introduction (10 minutes):

- Discuss prior knowledge about money and introduce the book's themes.
- Engage in a brief class discussion on the importance of saving.

Reading Session (20 minutes):

- Read the book in sections, pausing to discuss financial decisions and their impact.
- Connect events in the story to students' own experiences.

Character Decision-making Activity (10 minutes):

- Create a chart on the whiteboard or chart paper to categorize good and not-so-good financial decisions.
- Discuss and justify decisions made by the main characters.

Coin-sorting Activity (15 minutes):

- Distribute Sorting Activity Worksheet (Let's Count the Change) and paper cups with coins or play money. Alternate activity with no coins or play money (Add Up and Match)
- Guide students in identifying quarters, dimes, nickels, and pennies and assigning a value to each.
- Instruct students to sort the coins from their paper cups into the corresponding boxes on their worksheet.

Goal-setting Activity (10 minutes):

- Distribute Savings Goal Worksheet (K-2 and 3-5 version)
- Guide students in identifying a savings goal, writing the goal, and drawing a picture of the goal.

Hot Seat Game (20 minutes):

- Distribute Hot Seat – Rock, Brock, and Gramps cards (cut up from handout)
- Divide students into three or four groups. Each student in a group will choose one card and, based on that card, will assume the role of a character in the story: Rock, Brock, or Gramps.
- One by one, each student will read their card aloud and answer those questions while in character. The other students in the group will determine, using a thumbs up or thumbs down signal, whether each student correctly portrayed their respective character. If the group gives a thumbs down, group members must use evidence from the story to explain why an individual student's answer was out of character.

Savings Diary (15 minutes):

- Distribute sheets.
- Students can cut out and staple a spending diary.
- Encourage them to follow their spending for one week.

Creative Expression (25 minutes):

- In groups, create posters illustrating the importance of saving OR come up with wacky and fanciful items that Rock may have been tempted to purchase.

- Include drawings, captions, and quotes from the book.
- Present posters, explaining choices and connections to saving versus spending.

Reflection and Conclusion (5 minutes):

- Reflect on what was learned about saving, spending, and earning interest.
- Emphasize the value of setting financial goals.

Discussion Questions (courtesy of the Federal Reserve Bank of Atlanta)

How did Brock and Rock use their income?

What did Gramps offer Brock and Rock as a savings plan?

How did Brock and Rock use their first dollar from Gramps?

The next week Gramps gave Brock and Rock another dollar. What does the quote on the wall “A penny saved is a penny earned” mean? What lesson is Gramps trying to teach Brock and Rock?

During the third week, why did Brock receive more money from Gramps than Rock?

Examine the pictures of the third week. Why are Brock and Rock satisfied? What did Brock give up or what was his opportunity cost? What did Rock give up or what was his opportunity cost?

During week four, why is Rock befuddled or confused? What choices could he have made so that he would not be in this situation?

During week five, what was Brock tempted to buy and how did Gramps reward him when he chose not to buy the good?

Rock bought many toys. Why did he feel doomed?

In the end, how did Brock encourage Rock to save?

Additional Discussion Questions (courtesy of Money Mentors)

After reading this book, do you feel you are more like Rock or Brock?

This question will allow the student to reflect on whether they consider themselves to be a saver or spender. Remind the student, Rock was the spender and Brock the saver. Read out the characteristics of spenders and savers listed in the below:

Spenders:

- are more likely to spend their money before saving for the future
- like buying things
- sometimes purchase items without thinking about them first

Savers:

- are more likely to save for the future before spending their money
- like watching their money grow
- usually think about an item before buying it

Reiterate to students most people have characteristics of both a saver and a spender but may lean towards one more than the other.

What do you think is the lesson of the story Rock, Brock, and the Savings Shock? Do you agree with the lesson?

Students may interpret the lesson differently but potential answers may include:

- *if people save money now, they can buy things later*
- *the more money you save and the longer you save, the more interest you will earn*
- *saving money can be just as much fun as spending money*
- *it is a good idea to save your money*

By asking students if they agree with the lesson from the story, they will be able to reflect on their own attitudes about spending and saving money

Earned money comes from completing a task. Unearned money is obtained without working. Is the money Gramps offers the boys earned or unearned?

The money the boys receive is earned because they must complete chores to get it.

Opportunity cost is what you give up when you make a choice. Brock made a choice to save his money and was unable to buy a toy he wanted – this was his opportunity cost. What was Rock's opportunity cost for spending all his money?

Rock's opportunity cost for spending all his money was he was unable to save money and didn't receive his matching dollars from Gramps.

Different words which mean money are used in the story including: dough, bread, bucks, loot and cash. These words are slang for money. What other slang words for money are you familiar with?

Students will likely have heard of many slang terms for money. Common slang words for money include: chump change, moola, bling, notes etc.

People spend money on goods and services. Goods are physical objects—things people can touch. Services are jobs a person does for somebody else. Rock buys an inflatable moose head, a tsetse fly, green hair goo, wax fangs and broccoli bubble gum. Are these goods or services?

Rock buys goods.

Needs are things people require to live. Wants are things people don't need to live but make life more fun. Did Rock spend his money on needs or wants? What are some things you need? What are some things you want? Do you think it is better to spend money on needs or wants first?

Rock spent his money on wants. Everybody needs food, water, shelter and sleep. Some people may have needs that other people do not. For example, some people may need glasses to see but other people can see without them. Everybody wants different things. It is better to spend money on needs before wants because they are more important.

Rock decided to spend his money right away. What is an advantage and a disadvantage of spending money?

An advantage of spending money is you can get things you need or want. A disadvantage of spending money is you have less money to save for the future.

Brock decided to save his money. What are some advantages and disadvantages of saving money? *An advantage of saving money is having more money in the future. It can also be fun to watch your money grow. A disadvantage of saving money is you may have to wait a while before you get the things you want. Saving money can also be difficult because temptations to spend are everywhere.*

At the end of ten weeks, Brock has \$512. How did he get so much money?

He saved all the money he earned, and Gramps matched his savings dollars. (Use the table in the back of the book to show students how the money Brock saved added up quickly)

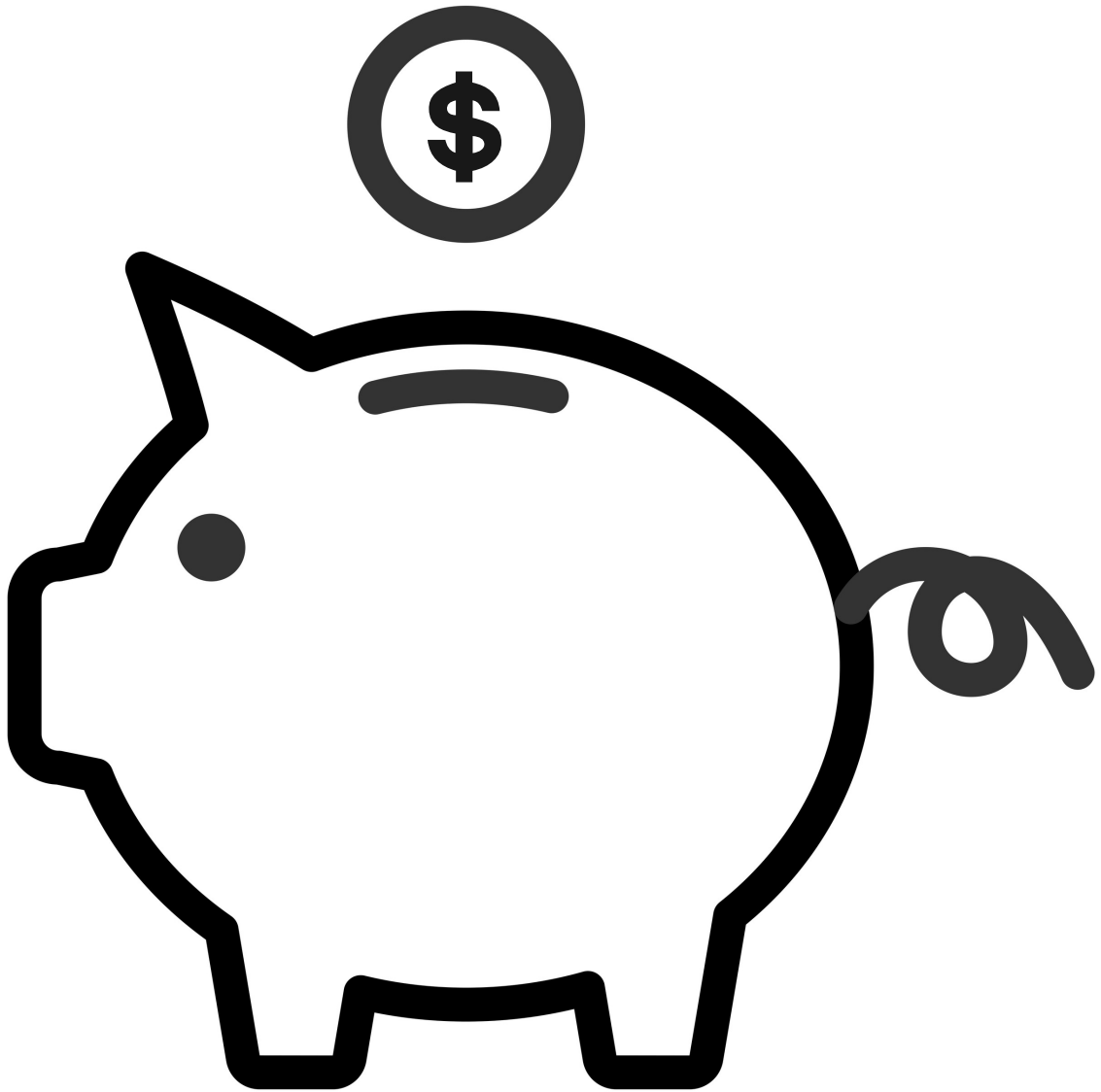
What happened to the boys at the end of the story, after they opened a bank account?

They became millionaires many years later.

Note: Students in the 3–5 grade range may be interested in the information in the supplemental pages at the end of the book. The charts show how Brock reached his total of \$512 and the impact purchasing the rocket would have had on his savings. Bair also includes a page about earning interest and a page outlining her six savings tricks. You could use those concepts for discussion after reading the book.

My Savings Goal

Think about something you really want. Draw a picture of the item inside the piggy bank.



How much money do you think it will cost to buy this item?

\$_____

This amount of money is your savings goal.

My Savings Goal

What is your short-term savings goal?

DRAW A PICTURE OF WHAT YOU
ARE SAVING FOR IN THIS BOX

What is your long-term savings goal and why?



NAME: _____

MATH AND MONEY

LET'S COUNT THE CHANGE

Grab a handful of change and sort the coins using the mat. Once it is all sorted, add up the change in each column.



Pennies



Nickels



Dimes



Quarters



Dollars

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

Add Up and Match!

Cut the cards and match up the value of the coins.

1 cent



5 cents



10 cents



25 cents



3 cents



12 cents



8 cents



20 cents



My Spending Diary

Cut out and staple to construct your very own Spending Diary. Try your best to keep it up for an entire week! After completing the diary, see how much you spent and where you can cut your spending so you can save.

My Spending Diary

Date:

Good/Service:

Price:

Bought:

Total Spent:

Who Decided?

Who Paid?

Date:

Good/Service:

Price:

Bought:

Total Spent:

Who Decided?

Who Paid?

Date:

Good/Service:

Price:

Bought:

Total Spent:

Who Decided?

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Who Paid?

Date:

Good/Service:

Price:

Bought:

Total Spent:

Who Decided?

Who Paid?

Date:

Good/Service:

Price:

Bought:

Total Spent:

Who Decided?

Who Paid?

Total Spent (add up all 7 days):

How much will you plan to save next week?

Handout 2: Hot Seat—Rock, Brock, and Gramps

Directions: Divide students into three or four groups. Each student in a group will choose one card and, based on that card, will assume the role of a character in the story: Rock, Brock, or Gramps. (Any remaining cards will be set aside.) Then one by one, each student will read their card aloud and answer those questions while in character. The other students in the group will determine, using a thumbs up or thumbs down signal, whether each student correctly portrayed their respective character. If the group gives a thumbs down, group members must use evidence from the story to explain why an individual student's answer was out of character.

Rock Why did you buy toys with the money you earned?	Brock Why did you decide to save your income from Gramps?	Gramps What was the purpose of your savings plan? Were you shocked by Brock's and Rock's decisions?
Rock Describe how you felt when Brock received money from Gramps. Describe your feelings when you bought a new toy.	Brock When you saw Rock with all those toys, were you ever tempted to spend? Describe what happened.	Gramps In the end Brock saved \$512 and Rock saved one dollar. Is there anything that you could have done to encourage Rock to save more?
Rock What would you say to Gramps about his savings plan? Describe your feelings to his plan when you first got paid and how you feel about his plan now.	Brock How did you benefit from Gramps' saving plan? Describe other benefits besides the money.	Gramps If Brock bought the rocket on week four, he would have saved only \$64 instead of \$512. What lesson can we learn from Brock's decision?
Rock Your friend got a job cutting lawns. What advice would you give them about how to use their income? Why?	Brock Why did you open a bank account with Rock?	Gramps Brock and Rock saved and became millionaires in their old age. How does that make you feel?