



## It's Not Fair by Caryn Rivadeneira

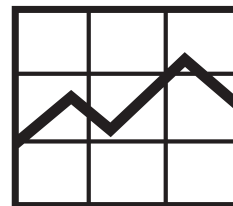
This story provides students with an opportunity to consider how our decisions to spend, save, or share money can impact our long-term financial goals. This exercise will help students:

1. Develop an understanding of how money decisions impact goals;
2. Differentiate between spending, saving, and share; and
3. Review how wants and needs factor into financial decisions.

**Time Limit:** 40 minutes

### Supplies Needed:

- *It's Not Fair* by Caryn Rivadeneira
- Crayons or colored pencils
- Worksheet copies for all students



## How Do Spending Decisions Impact Other Goals?

**(1) (5 minutes)** Today we're going to discuss how our choices about how we spend money impact other money goals. Have you ever had to save up to buy something that you really, really want? **Take brief responses.** Choosing not to spend money today in order to buy something in the future is an example of "saving" for a goal, which is one of several things you can do with money. What do you think the other things are? **Allow for answers, and write them down for examples -- make sure to highlight examples of spending, saving, and sharing.**

**(2) (10 minutes)** When most people think about money, they think about spending or saving. Today we are going to read a story that touches on spending, saving, as well as sharing. You'll see that there's more we can do with money than just spending or saving it.

**(3) Go to page 2 of the book.** Roxy saved up \$30.00 from a birthday and two good grades and made a choice about what she would spend it on. What would we call the chemistry set and her process of deciding she will save to buy it?

Answer: Goal setting. Roxy identified something she wanted and made a plan to save \$30.00 for it.

**(4) Go to pages 5 and 6 of the book.** Roxy met up with her friend Jed, whose kite was broken after it got caught in a tree. Roxy had \$30.00 and knew the chemistry set was less than the dollar it would cost to replace her friend's string. What would we call her decision to share her money with Jed?

Answer: Charity. Charity is an act of giving or sharing -- in this case, Roxy took a personal action to provide resources to her friend, who needed help.

**(5) Go to pages 11 and 12 of the book.** When Roxy sees that Leo spilled his ice cream, she does the



math and quickly knows that she has \$29.00 left for the chemistry set, \$2.00 more than the \$27.00 she budgeted for her goal. Do you think she should have shared the money to buy a new ice cream? Why or why not? **Discuss. Point out that Roxy had budgeted \$27.00, which assumes that would be the total cost.**

**(5) Go to pages 15 and 16 of the book.** When Roxy bumped into her neighbor and her dog, she did the math and was sure that she could afford one more dollar from the \$30.00 she started with. In total, how many dollars did Roxy end up sharing with friends in need?

Answer: \$3.00.

**(6) Go to pages 17 and 18 of the book.** When Roxy buys Badger a new milk bone, she reaches \$27.00, down from her original savings of \$30.00. What percentage of her total savings did Roxy share with friends?

Answer: 10 percent.

**(7) Go to pages 21 and 22 of the book.** Roxy examined the chemistry set box and confirmed that the price was \$27.00. Why do you think the box ended up costing \$2.39 more than the price on the sticker? **You may need to coach students on the concept of taxes or other costs.**

Answer: Because Roxy's budget didn't include taxes or handling charges, which are charged on some types of goods.

**(8) Go to pages 25 and 26 of the book.** Roxy was disappointed that her budget did not include the additional charges that exceeded \$27.00.

**(9) Go to pages 27 and 28 of the book.** Why do you think Roxy ended up deciding to buy a \$3.00 frisbee instead of another toy? Do you think realized that sharing also brought her joy? **Discuss.**

**For Younger Students** distribute the coloring worksheet and work through the bonus question. In addition to the coloring sheet, *It's Not Fair Worksheet 1* provides an opportunity to introduce the concept of "wants" vs. "needs" to round out the discussion.

**For Older Students** view the :40 second *Making Cents* clip at [https://www.youtube.com/watch?time\\_continue=33&v=X-zt3kfTk8Y](https://www.youtube.com/watch?time_continue=33&v=X-zt3kfTk8Y). The video presents the rule of thumb that 70% of money should be spent, 25% should be saved, and 5% should be shared. Review Roxy's sharing choices and discuss whether she was too generous, or just right.