

Rich Kid Smart Kid Games
Game Four: Jesse's Big Change
Topic: Rat Race or Fast Track
Grade Level: K-2

Interactive Internet Game Activity

Jesse is feeling quite successful with his new ice cream stand business, but he is ready for new challenges. Toki explains to Jesse how he can make a big change that will move him from the Rat Race to the Fast Track. Students will complete activities that will help them understand how to make their hard earned money work for them instead of them working harder to earn their money.

Learning Objectives

- Practice basic counting skills
- Understand the concept of making your money work for you.
- Demonstrate the difference between assets and expenses

Assessments

Students will: (1) count the number of coin tosses representing assets and expenses, (2) use a probability exercise to count assets and expenses, (3) discuss what an expense is and what an asset is.

Classroom Activities

Jesse's Big Change – Read to the class the script between Jesse and Toki. This script will introduce the idea of assets and expenses, as well as the idea of making your money work for you.

Fast Track Challenge – Students will experience counting and probability. The happy and sad faces will reinforce the goal of achieving assets as being the desired goal. As students toss the coin and record their results with the game pieces, the teacher can help students understand the concept of probability. Upon the conclusion of this activity, the teacher should discuss that income from assets becoming greater than expenses is a worthwhile goal to achieve. This should lead into a discussion of how money can work for people when it is invested. The use of fine motor skills as students cut and manipulate the pieces is an added bonus.

Class Discussion Questions

What is an asset?

What is an expense?

Have you ever earned money?

Did you work for the money?

What work did you do to earn the money?

Can you think of any ways to have your money work for you?

Overview

Jesse's Big Change

Toki is watching Jesse sell lots of ice cream at Jesse's ice cream stand.

Toki Jesse, it looks like your ice cream stand is doing great!

Jesse Yeah, Toki. I love my business, but I sure am working a lot of hours.

Toki Well, why don't you take some time off?

Jesse I wish I could, but I can't. I'm too busy working.

Toki Sounds like you're in the rat race when you could be moving onto the fast track.

Jesse What's the fast track?

Toki The fast track is when your money starts doing some of the work for you, so you don't have to work as much.

Jesse Do you mean like investments with my investment piggy bank money?

Toki Yes, that's right, Jesse.

Jesse But Toki, that's what I thought I was doing by starting my ice cream stand!

Toki Well, yes, you're off to a great start. Your ice cream stand is an asset because it puts money in your pocket, but now you need to make a **big change**. Now you need to figure out how your ice cream stand can make you money even when you are not here.

Jesse Hmm, I see what you mean, Toki. If I hired someone to sell my ice cream, then I could go start another ice cream stand. Or I could use my profits to buy another asset like one of those gum ball machines like Reno did. He makes money when he isn't even there.

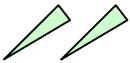
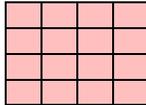
Toki That's it Jesse. You've been so busy working in your ice cream stand, you haven't had time to think about how to invest in other things.

Jesse And by getting more assets, I can make more of my money work for me.

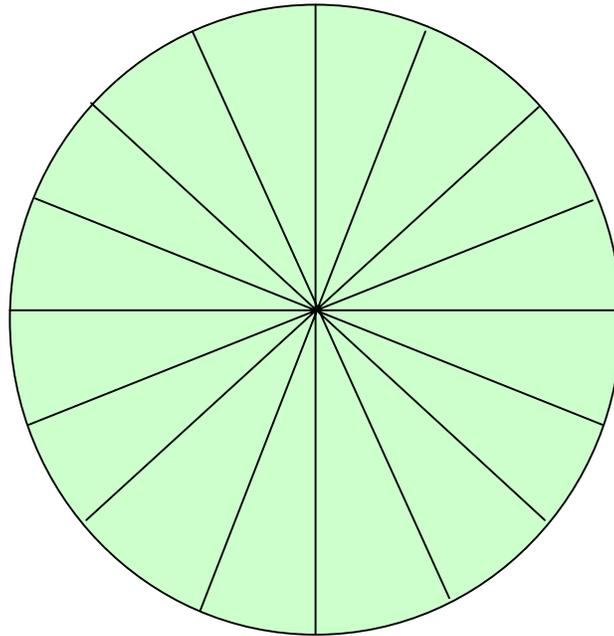
Toki I think you've got it Jesse.

Jesse Thanks, Toki.

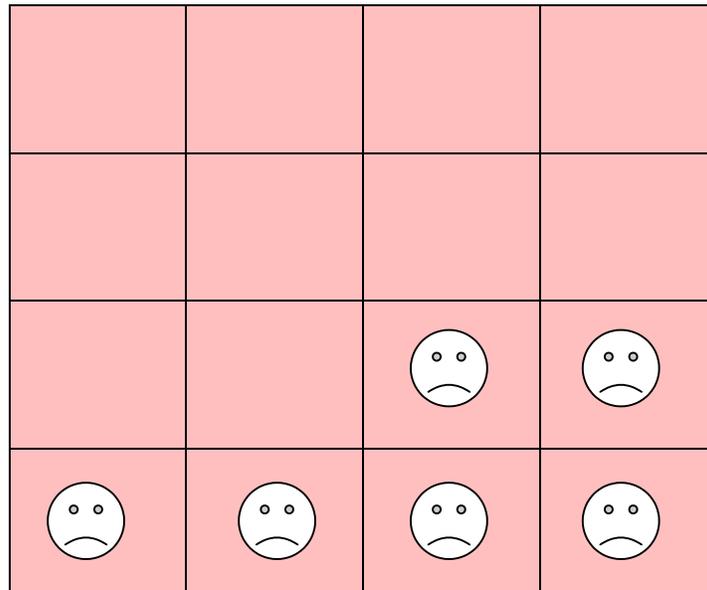
Fast Track Challenge

- Flip a coin: Heads =  Tails = 
- Win if Asset Income  grows bigger than Expenses 
- Lose if Expenses  complete 

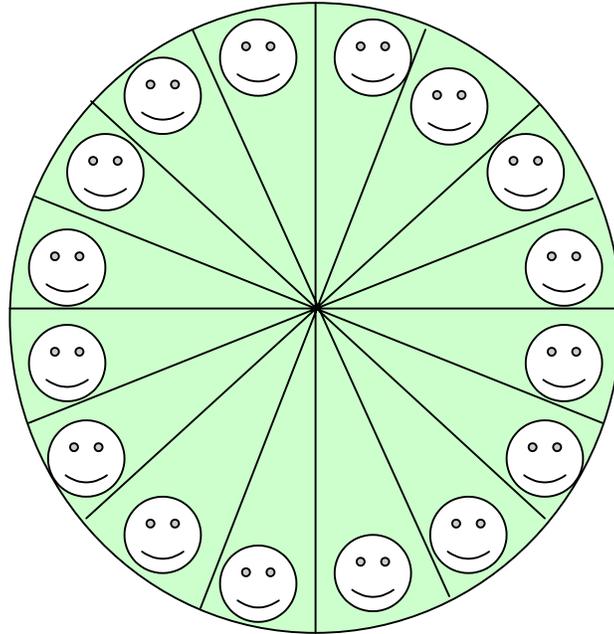
A
S
S
E
T
S



E
X
P
E
N
S
E
S



*Cut out these pieces to play the **Fast Track Challenge** game.*



Fast Track Challenge

Instructions

- Teacher makes copies of both pages for each student.
- Students cut out shapes to play the game.
- Teacher can have class play as class or individuals.
- Coin is tossed to determine Expenses or Assets. Heads is worth 2 assets pieces. Tails is worth 1 expense piece.
- As in life, you begin with some expenses, but no assets.
- Game is won if the number of assets becomes bigger than the number of expenses.
- Game is lost if the expenses grid is completed.
- Game should be repeatedly played.
- Students will do a lot of counting.
- Students will get very excited when the count becomes close.
- Teacher should debrief students about income from assets being greater than expenses and how money can work for people when money is invested.