

Money Game



Purpose of Activity

This activity is designed to familiarize students with the different ways that currency can be used in an economy while allowing the students to create a currency game. The students will have the opportunity to work with a partner, add and subtract with currency, and create examples of when money is spent or saved.

Concepts taught: adding money, subtracting money, reading, economics, earning, spending, saving, teamwork

Materials Needed

- Printed play money
uscurrency.gov/playmoney
- “Money Game” worksheets
- Game pieces (little erasers, coins, etc.)
- Colored pencils
- Dice
- 12x18 construction paper

Instructions

- 1 Print the play money and the “Money Game” worksheets and create an example of a complete “Money Game” for the students to see.
- 2 Assign each student a partner and give each pair one set of “Money Game” left and right-side worksheets, colored pencils, a die, two game pieces, a piece of construction paper, and some play money.
- 3 Tell the students they will be creating a “Money Game” with their partner. The game board will be created and designed by them; however, the game pieces must rotate around the board after a die is rolled and the spaces on the board should allow players to earn or spend money for different reasons (for example, they spent money on a bike, or money fell out of their pocket, or they earned allowance or got a birthday gift of \$5, etc.). This will allow them to use the play money to keep track of how much money they have saved as they move around the board. Encourage them to use real life situations when creating their spaces, and remind them to name their game and to use plenty of color on their board. They must also come up with how a person wins the game.
- 4 When the game board is done, have the students glue both sides of the board onto the construction paper to make an oval.
- 5 Ask the students to play the “Money Games” they created to make sure they work. Then have them switch with another group to learn other ways to earn and spend money.

Level of Learning

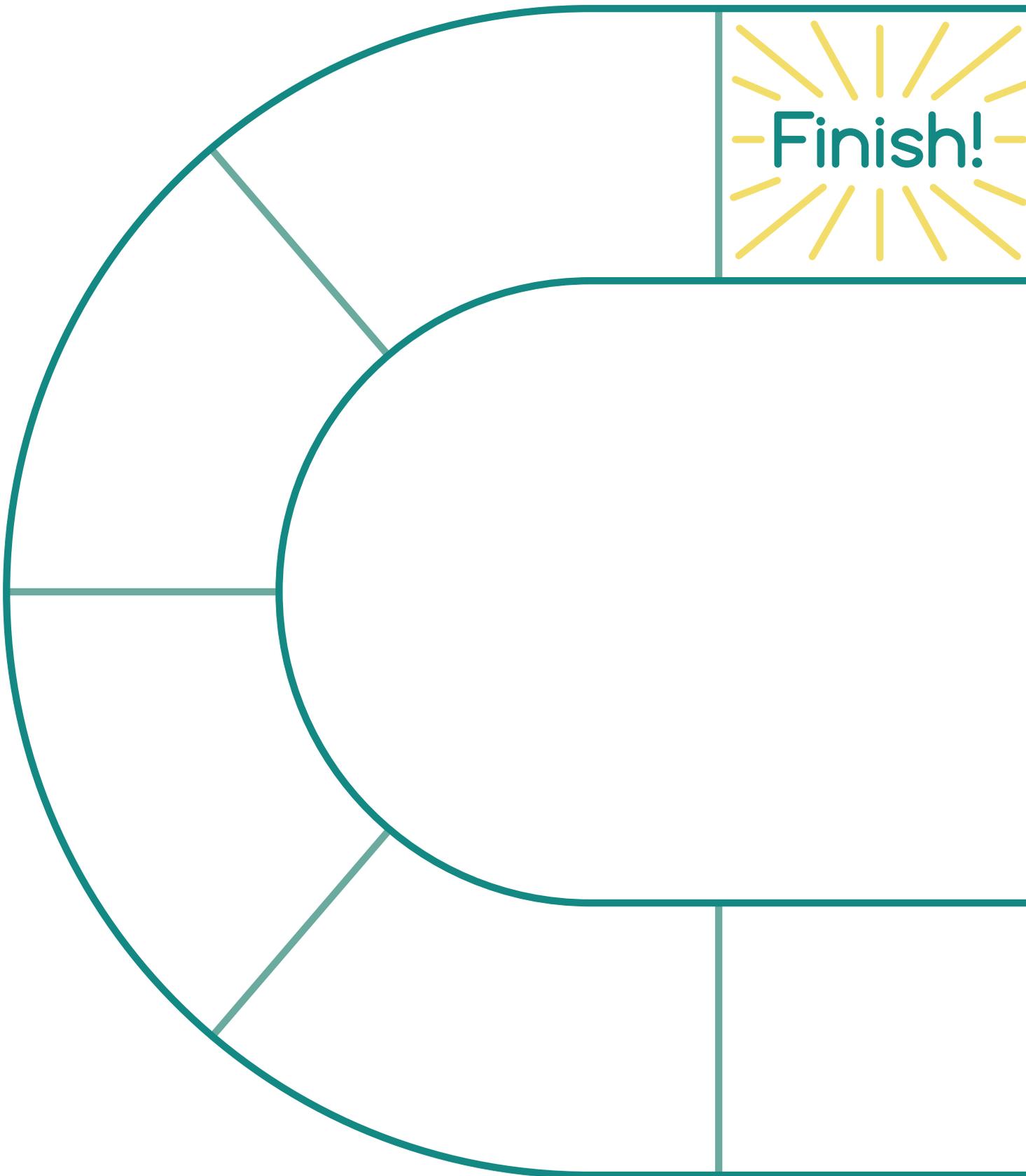
Level One: Have some of the spaces already filled in, and make the dollar amounts lower for younger students and/or lower learners.

Level Two: Follow the activity as written above.

Level Three: Have the students create written directions for their game and include spaces with higher dollar values.



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