

# Through a Child's Eyes: Helping Children Understand the Concepts of Time, Money, and Talent

## Introduction

Young children experience the world in different ways than adults. Concepts that are both difficult to grasp and to explain are time, money, and talent. Because young children are still learning the meaning of symbols, these concepts can be hard to understand. However, there are many ways adults can help children understand the concept and meaning of money, the importance of saving money, and the value of their own contributions to the household economy. This lesson provides strategies and activities for adults with young children to use so that their children are able to learn about money, value, and saving.

## Lesson Objectives

As a result of this lesson, learners will:

- » become familiar with how they can help children understand the concepts of time, money, and talent,
- » increase their own understanding of financial management concepts and how they can help children to understand them.

## Intended Audiences

- » Adults who interact with children.

## Before the Lesson

- » Review the *Through a Child's Eyes: Helping Children Understand the Concepts of Time, Money, and Talent* fact sheet (MF3465) and leader's guide (MF3466).
- » Obtain copies of the fact sheet for each participant. Make copies of the materials for any of the activities you are using and the evaluation for each participant.
- » Assemble other supplies you may want to use (e.g. flipchart, markers) and gather materials needed for the activities that you choose to do.
- » Arrange chairs in a circle or semicircle to encourage discussion and participation.



## Presenting the Lesson

Share the “ground rules” of the session with learners, adapted from *Making Your Money Work*, Purdue University Extension, Trainer's Guide (CFS-679G).

- 1) Respect the views of others.
- 2) Listen to each other.
- 3) Share feelings/thoughts.
- 4) Be open to new ideas.
- 5) Suspend judgment.

**Summarize objectives.** Ask learners if there are other issues they came to learn about. Make a list of those issues on a whiteboard or flipchart. Address them as time and knowledge allow. Offer to research issues as needed and respond to the participant after the lesson.

**Present the lesson** using the fact sheet and the information included there for content. For activities, visit the Money as You Grow website from the Consumer Financial Protection Bureau, <https://www.consumerfinance.gov/consumer-tools/money-as-you-grow/>. Select two to three activities appropriate for the ages of the children that the participating adults interact with. Some to check out include:

- » [Flying My Flag for young children, https://files.consumerfinance.gov/f/documents/bcftp\\_money-grow\\_bookshelf\\_flying-my-flag.pdf](https://files.consumerfinance.gov/f/documents/bcftp_money-grow_bookshelf_flying-my-flag.pdf)
- » [What's on a Receipt for school-age children to preteens, https://files.consumerfinance.gov/f/documents/cfpb\\_parents\\_receipt-activity.pdf](https://files.consumerfinance.gov/f/documents/cfpb_parents_receipt-activity.pdf)
- » [Conversations about saving and compound interest for teens and young adults, https://www.consumerfinance.gov/consumer-tools/money-as-you-grow/teen-young-adult/explore-saving/](https://www.consumerfinance.gov/consumer-tools/money-as-you-grow/teen-young-adult/explore-saving/)

Have learners complete and return evaluations to you. Enter results into PEARS (formerly K-PICS).

## **Community Awareness Activities**

- » Talk with friends and family members about what you learned from attending a program on spending, saving, and sharing.
- » Place copies of the fact sheet in your local library and places people might visit such as doctor's offices or hair salons.
- » Work with a local newspaper to sponsor one or more news articles on topics related to the content of the lesson.
- » Work with your local K-State Research and Extension office to offer a Family Financial StoryWalk® in your local community.

# Evaluation

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**Directions:** Please answer the following questions; however, completing this survey is voluntary. You do not have to answer every question. You will not be identified with your answers in any way. Please do not put your name on this form.

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>No Opinion</i>
How do you rate this lesson? Check one:					

Please rate the answers to the following questions on a scale of 1 to 5 with 1 indicating “disagree completely,” 2 indicating “disagree somewhat,” 3 indicating “neutral,” 4 indicating “agree somewhat,” and 5 indicating “agree completely” by circling your response for each question.

<i>Because of this lesson, when I am with children:</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
I am more likely to feel comfortable talking with them about time, money, talents, and possessions.					
I am more likely to tell my family and friends about the value of talking with children about time, money, talents, and possessions.					

Comments and Suggestions:

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