



**AMERICAN ENTERPRISE PROJECT REPORT
FIFE HIGH SCHOOL, WASHINGTON STATE
2018 – 2019**



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The American Enterprise System

The American Enterprise System is all around us. When you go to the store and buy your favorite candy, you are interacting with the American Enterprise System. This is often described as capitalism, meaning it is a free market where the people can own, control, and run their own businesses with limited governmental regulations. As citizens it is important to learn how to interact within the American Enterprise System correctly. Money management is one of the main skills needed to participate in a free enterprise economy in the United States. When money is overspent on unneeded objects, the funds to continue purchasing goods and services are unavailable. To be a contributing member of society, it is important to be financially literate—meaning you can budget your money to include desired needs and wants. The Fife High School (FHS) American Enterprise Project (AEP) team set out to teach this concept to elementary aged students in the Fife School District (FSD) to better prepare them to be successful, contributing members in a free enterprise economy.

School and Community Needs

One of the ten Future Business Leaders of America (FBLA) goals is “Create more interest in and understanding of American Business Enterprise.” This strengthens the concept that FBLA plays a role in promoting the understanding and importance of the American Enterprise system to both its members and greater community. The Fife School District is located in Fife, Washington. There are 3,713 students in Kindergarten through 12th grade. FSD students like many districts in Washington State come from a mix of high, middle, and low-income families. The actual percentage of low income students at FHS is 43% in grades 10-12 and is the only high school in the district with a population of 873 students. The American Enterprise Project team determined that they should actively work toward making a difference in the FSD community with such a

large percentage of low income students. The FHS FBLA chapter began to brainstorm how the next generation can be more financially prepared. They started to wonder if the more financially struggling families, had been taught proper finance during their education. From there, they created a survey to be sent out around the community to see how local community members knew about the American Enterprise System. The questions were:

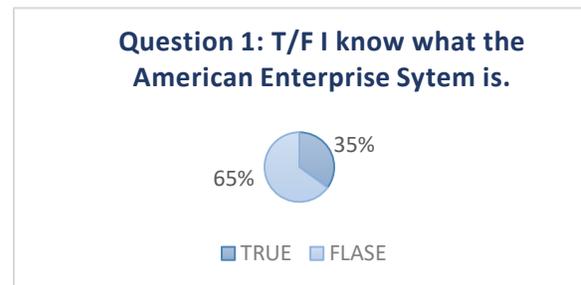


Figure 1 Survey Question 1 Results

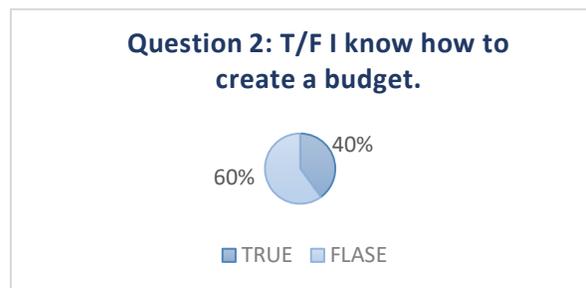


Figure 2 Survey Question 2 Results



Figure 3 Survey Question 3 Results

In answering Question 1:

“True or False: I know what the American Enterprise System is.”

Addresses the core concept of “What is the American Enterprise System?” 65% of the survey respondents said that they did NOT know. Only 40% said that they knew how to create a budget. Shockingly 75% of respondents did not learn about budgeting and other financial skills in school.

In analyzing the results, there were over 800 responses from the community with an additional 67 from FHS students and staff. The survey was distributed on the Fife FBLA, Fife High School Booster Club, and Mrs. Laura Ramos, FHS FBLA Advisers Facebook pages. Here is the breakdown of response numbers:

Community Involvement Responses	Number of Members
Student	45
Staff	22
Community	876
Total	986

The American Enterprise Project team, decided that working with elementary aged students was the best way to instill the idea of budgeting into the next generation. These students are a key part of the free enterprise system of the future; it is vital that these concepts are taught at a young age, so they will be better equipped to handle their financial future and less likely to fall into debt as they become adults.

Project Development

The FHS FBLA chapter scheduled a meeting with Washington State Representative, Congressman Denny Heck from the 10th Legislative District as he serves on the House Financial Services Committee and has a strong interest in educating all youth in financial literacy. On October 19, 2018 Congressman Denny Heck met with one of the AEP leaders, Alyssa Kreg, to

brainstorm AEP project ideas. Alyssa asked about his thoughts on the different audiences that would benefit from this project and what elementary students should be taught about the American Enterprise System. From their conversation three project goals developed:

1. Teach students how to budget.
2. Explain the difference between needs and wants.
3. Explain the difference between fixed and variable costs.

Forward Enterprise

The FHS FBLA chapter and AEP team decided to name the American Enterprise Project “Forward Enterprise”. “Forward Enterprise” specializes in moving the American Enterprise System “**Forward**” to the next generation. The new “**Silent Generation**” or “**Generation Z**” is pushed to spend rather than save. Society tempts them to spend more than their means, which can lead to spiraling debt leaving individuals entirely unprepared to live a financially secure future. It is imperative to provide educational opportunities to get to the root of the problem and make certain the next generation is prepared to face their financial future with confidence. Teaching young people the basics of finance instills in them an understanding that will grow throughout their education. The best way to introduce this concept to youth is through a series of activities that teaches these ideas in an engaging and memorable way. The AEP team began this project by selecting two first grade classrooms where one would be considered the controlled group, while the other is the uncontrolled group. The team wanted to evaluate the difference in results between two classes based on how much knowledge the students had when going into the activity. A day before the event, the controlled first grade class was given a lesson on how to properly budget, including how to distinguish needs and wants and the importance of saving money. They were also taught how to create a budget plan to use the



following day for the activity. It was expected that the first grade class would apply their knowledge of budgeting to the activity that was happening the following day. As students themselves, the AEP team knew that lectures never truly engage students. As they developed “Forward Enterprise”, they wanted to make sure their activity was both interactive and memorable. The goal was to plant a seed of responsibility and basic understanding of finance into a younger generation so that they could grow up to be more competent in how to spend money wisely. By using visual, auditory, and tangible learning tools, our goal was to create memorable materials for all types of learners. The AEP team created two goals:

1. Create interest in and understanding of the American Enterprise System.
2. Encourage and practice efficient money management.

The AEP team created a cupcake activity that would engage the first graders with completing a financial activity and eating. FHS FBLA chapter members ran five cupcake stations where each student purchased items for their cupcakes, allowing FHS FBLA chapter members to experience being a seller rather than a consumer. The first grade students gained new insights into the benefits and consequences of spending money outside of a set budget. They were given a worksheet to track their item purchases at each cupcake station; this allowed



Figure 4 FHS FBLA chapter member Madison Woods checks the math for the first grader as he accounts for his sprinkles decision.

them to see the importance of paying attention to how much they spent. Before choosing their items the students were taught the difference between a “need” and a “want” and how to budget accordingly. Towards the end of the activity, the students were told that there was a “surprise event” that occurred where someone dropped their cupcake and suddenly they each needed \$2.00 left in their “bank accounts” in order to compensate for the lost cupcake. The team wanted to make sure that the students were aware that life is full of unexpected events which is why it is important to have money set aside. If students had money left at the end, they earned a reward during the activity wrap-up. The students learned that when they save and manage their money well, they could make purchases later that they could not afford if they spent all their money in one place.

Project Concept Planning

The next step in the process involved narrowing down exactly how and what the AEP team was going to teach students about handling money responsibly. The AEP team and chapter committee members of the FHS FBLA chapter met to brainstorm ideas for a fun, engaging project for the first grade classrooms. The AEP team decided to meet with the first grade classrooms’ teachers, Ms. Matson and Mrs. Smerer, to get their input on the cupcake project activity. The activity needed to resonate with the first grade students, as well as teach them about budgeting in the real world. A significant reason that people spend too much money is temptation, and this activity had plenty of temptation. For this activity, the students would purchase a cupcake. Then proceed to four additional cupcake stations involving frosting, sprinkles, and candy toppings. The first graders worked with whole numbers, such as having a cupcake cost \$4.00 since their Common Core Standards for mathematics deal with adding and subtracting whole numbers. (See Appendix B: Price Menu) Each student had a budgeting worksheet to track purchases at every cupcake station. The

AEP team ultimately decided that the students would gain the most from being given money to spend and budget independently, allowing them the freedom to learn how to best spend and save money throughout the project.

Project Concept Development

Phase 1: Research

The team's first step in this process was polling the community to learn more about how educated they were on finances. The AEP team then researched how to implement a budgeting lesson to first grade students and discussed it with Congressman Denny Heck. It was then decided to create prices to fit the Common Core Standards in mathematics for the grade level as suggested by the first-grade teachers.

Phase 2: Activity Planning

The AEP team knew that to get the lesson across, it was critical that they were clear in the delivery of the information and provide a well-organized activity. This required multiple trips to Discovery Primary School to meet with the teachers to develop the learning targets, success criteria, and project details. The AEP team clarified time allotment, organization of tables and materials and use of volunteers that would be needed for the day of the event at Discovery Primary School.

Creation of a presentation filled with clear and direct objectives happened first. Then defining clear learning targets led to the explanation of the prices and the different cupcake stations. Posters identifying the expectations were hung around the classroom to remind the students. The AEP team met weekly to plan every aspect of the project. The AEP team provided a PowerPoint presentation for the controlled classroom to teach them what the American Enterprise System is, the difference between a need and a want, why it is important to save for the future, and how to create a budget.

Phase 3: Activity To-Do List

The AEP team divided up the necessary jobs needed to be completed before the day of the activity. Setting the prices for each item and ensuring the items sold would all range variances of a dollar to fit the grade level Common Core Standards in mathematics and curriculum. Additionally, the prices were organized so that if the students bought the most expensive item at each station, they would have no money left over at the end, prompting them to budget their money accordingly. Once items were purchased, they were individually packaged to be available for purchase and to help prevent spills during the activity. The AEP team created the worksheets, posters, and presentation.



Figure 5 First grader in Ms. Matson's class frosts his cupcake.

Phase 4: Chapter & Community Involvement

In order to have 100% FHS FBLA chapter member involvement in the project the AEP team leaders divided the chapter membership of 52 into five committee groups. Each committee was responsible for one of five different sections of the project. (See Appendix A: Chapter Member Involvement breakdown.)

Each committee group had their own responsibilities and tasks.

- 1) Core Committee: Responsible for leading and organizing the committee groups

- 2) Research Committee: Responsible for promoting the survey created to the community.
- 3) Preparation Committee: Responsible for preparing all materials and supplies for the activity.
- 4) Implementation Committee: Volunteers at project event.
- 5) Photography Committee: Responsible for project publicity.

As for the overall community we were able to reach approximately 1,000 members through this project.

Project Implementation

The AEP team met twice with Ms. Matson and Mrs. Smerer before presenting to the students. In the first meeting, the AEP team discussed the plan as well as what rules the AEP team should follow. They decided that Ms. Matson's first grade class would be the controlled class while Mrs. Smerer's class would be the uncontrolled class. The controlled class would be given a lesson about budgeting a day prior to the actual cupcake activity. The goal was that those students in the controlled classroom would display a better understanding of budgeting which would benefit them when selecting their cupcakes and toppings. The AEP team also had to be aware of any food allergies for the students since the project dealt with a variety of foods. At the second meeting, the team planned where the set up would occur for each



Figure 6 Brandi Taylor and Jade Cupples checked the math completed by the first grader after her frosting selection.

classroom experience to avoid overcrowding at the cupcake stations. Additionally, the teacher gave the AEP team a class list to be aware of the number of students for the presentation.



Figure 7 Alyssa Kreg, Christina Masnyy, and Kearah Kraus teach Ms. Matson's first grade class a budgeting lesson on December 17, 2018.

Next, it was important to meet and strategize every week leading up to the event. Cupcake baking supplies were purchased as well as the frosting, sprinkles, candy, and containers for the cupcake stations. Name place cards for each cupcake station were created, so the students would know what each station was selling. Toy and candy prizes were purchased and organized based on how much money the students saved. Budgeting activity worksheets to keep the kids on task and focused were created. One was made for the students to keep track of their money (See Appendix C: Budgeting Worksheet), the second worksheet was for students to practice their math skills, and the last worksheet was a coloring page that kept students entertained while waiting for the activity to begin. On December 17, 2018, the AEP team gave their lesson about budgeting to Ms. Matson's class (See Appendix D: Controlled Lesson Plan). Prior to the actual lesson, the AEP team gave the entire class a pre-quiz (See Appendix F: Pre/Post Quizzes) asking them questions related to budgeting in order to evaluate their initial knowledge about the concept. Then the team presented the lesson where they discussed the importance of saving money, the difference between needs and

wants, and the concept of “surprise events” or emergencies that happen in life. The needs were considered to be items that the students needed to purchase first in order to purchase other items. The cupcake, frosting spreader, and napkin/plate were the needs while the frosting, sprinkles, and candy were the wants. Each of the needs had a better, more practical option as well as a less practical option. For example, the students had to choose between a small or large cupcake, wooden stick or a popsicle stick, and a napkin or plate. The better options were priced higher which would require the students to make an important budgeting decision. For the students to be better prepared for the activity the following day, the AEP team went through the budgeting worksheet plan that would help the students determine what items they wanted to purchase. To conclude the lesson, a post-quiz was given to students to see how much knowledge they gained from the presentation. On December 18, 2018, the day of the implementation of AEP “Forward Enterprise”, the AEP team and FHS FBLA chapter members left FHS. Upon arriving at Discovery Primary School, the AEP team and chapter members checked in and prepared the classroom while the students participated in a recess activity. The AEP team began the activity by having all the students sit at their assigned tables. Next, the AEP team Leaders, Kearah Kraus, Alyssa Kreg and Christina Masnyy started the presentation to explain and describe the day’s activity and guidelines. After the presentation, the AEP team distributed the budgeting worksheet and released one table at a time to go through all the cupcake stations. At each cupcake station, a FHS FBLA chapter member was able to assist the students if they needed help figuring out how much money they needed to make the purchase. After about 45 minutes, all the students had purchased their cupcake, frosting, sprinkles, and toppings, and finished decorating their cupcake. They were then able to eat and enjoy their creations. The AEP team then made an announcement that a “surprise event” occurred where someone dropped their cupcake and now everyone needs

to contribute \$2.00 for the lost cupcake. If the students still had additional money remaining after the surprise event, then they earned an additional prize. To utilize the limited time the AEP team had to present the activity, they decided to discuss the wrap-up portion of the presentation while the students were eating their decorated cupcakes. Members of the FHS FBLA chapter read out how many prizes each student earned. Those who saved more money earned three prizes while those who only saved a small amount earned one prize. The top saver in the class won a grand prize. After handing out prizes, an exit slip was given to each student regarding what they had learned from the lesson and whether they wished to have saved more money. The AEP team then discussed with the class why some students received more prizes than others. This was the key point in teaching them the lesson on budgeting. For the students that earned a reward, they instantly became confident in their choices to save money. The remaining students realized the mistakes made and wanted to change their spending habits in the future.



Figure 8 Ms. Matson's boys were excited to create "Trojan Blue" lips after they finished frosting their cupcakes.

Results of Project

After analyzing the results of the pre and post quizzes, it became clear that the budgeting activity lesson had an impact on the students. In the controlled class 96% of students saved enough money to pay the unexpected “surprise event” cost. While in the uncontrolled class only

39% students saved enough money to cover the unexpected “surprise event” cost. This demonstrated that the lesson was able to have a direct impact in the decision-making process of the students for budgeting their money.

Evidence of Publicity

The significance of this project did not only lie in the activity itself but also in sharing the experience and importance of the project with the community. Before the activity, the AEP team created a flyer to advertise the AEP “Forward Enterprise” for the students’ parents. This allowed the parents of the students to be familiar with the curriculum and an opportunity to discuss the experience with their children. Whether it is helping them with their homework or having them count change at the grocery store, parents play a significant role in supporting their child’s education. This takes what the students learn one-step further into understanding its real-world value. The AEP team discussed the activity with FHS FBLA chapter members and the possibility of their involvement in the project. The AEP team identified the FHS FBLA chapter members and asked them to participate by working a cupcake station. The members that participated had a great experience working with the first graders and if this activity is done again in the future, FHS FBLA chapter member’s involvement will increase. It is important for the FHS FBLA chapter members to recognize that the small, simple things can make a difference in the community and possibly encourage future FHS FBLA chapter members to take part in the mission and goals of FBLA.

On the Fife School District website in the “What’s New” section of the website was a post explaining the work done at Discovery Primary School for AEP “Forward Enterprise”. The FHS FBLA chapter posted about the AEP project on Facebook and Twitter (See Appendix E: Social Media Publicity).

Finally, for even more publicity, the AEP team created a “Forward Enterprise” website that enables any teacher to learn how to run the AEP budgeting project activity in their own classroom. Through a Pinterest board the AEP team provided teachers with a “Teachers Pay Teachers” resource and advertisement to help them purchase the budgeting project activity. Teachers Pay Teachers is an online collaborative page for educators across the nation. The AEP team advertisements explained what “Forward Enterprise” stands for with a link to the official webpage (See Appendix H: Advertisements).

Impact of Project

The AEP team went home that day feeling confident in the difference they had made in the first grade students at Discovery Primary School. These students were taught the beginnings of budgeting and basic financial skills which will help them as they enter adulthood. Activities like this are beneficial to the community because they help the students understand the importance of managing money in the future. This is vital knowledge to have, especially once these students obtain jobs and start making benefit of saving money. Giving the students a post quiz directly after the activity provided accountability data. For the pre-quiz only about one or two students in both the controlled and uncontrolled classroom had correct answers. However, after the project took place, the controlled classroom increased the number of correct answers to 22 out of 25 students while the uncontrolled classroom the results did not change. This proves a simple budget lesson can significantly impact the spending behaviors originally taught by society.

To increase the adoption of this project beyond the community, the “Forward Enterprise” website will enable anyone to learn about the American Enterprise System all over the World (See appendix G: Website). Once a teacher opens up the “Forward Enterprise” website they will have the option to download the documents created for this activity such as the



budget worksheet, lesson plans, learning targets, etc. For a more tangible continuation of this project, teachers can purchase the “Project in a Box” kit from the “Forward Enterprise” website. These boxes will be sent directly to the school that ordered the “Project in a Box”. The “Project in a Box” has all of the necessary materials for teachers to implement this budgeting activity (See Appendix H: Advertisement and Appendix G: Website).

Project Evaluation

Overall, the AEP team and FHS FBLA chapter members were pleased with the impact of this project. The first grade students expressed their gratitude and excitement from participation. The AEP team interviewed students on what they learned from the lesson. Many of the students discussed how the activity taught them to save money by sticking to a budget. They also learned to only make purchases for necessary items instead of the luxurious, expensive looking items. The students seemed to have a better understanding for handling money and creating a budget to benefit them financially in the future. Ms. Matson and Mrs. Smerer were also pleased with the outcome of what the activity taught their students. They wrote letters expressing their gratitude for the budgeting activity with their students (See Appendix I: Miss Matson’s Letter).

The goal of this activity was to prepare the students for later in life by teaching them how to budget in order to have money set aside for needs, wants, and unexpected emergencies that may occur. The AEP team made sure that if the students decided to purchase the most expensive items at each station, then they would end up with no money at the last cupcake station. Most of the students were not expecting a surprise event which led to some of them not receiving prizes. However, the AEP team saw that as a positive outcome because the students were able to realize that they need to be prepared for financial issues that may occur in their life.

Another goal is to see this AEP “Forward Enterprise” continue into the future. The AEP team worked with FHS FBLA chapter members to create a “Forward Enterprises” logo to use on all of their materials for publication. The AEP team is currently in the process of creating connected Facebook and Instagram accounts where teachers will be able to contact them via these accounts or through email. To make sure that the social media accounts remain active future FHS FBLA chapter members will be assigned the goal to post information about the project and provide assistance to other teachers regarding the AEP “Forward Enterprise”.

After the completion of the AEP the AEP team asked for feedback from FHS FBLA chapter members as well as teachers. It is critical within any project that you seek feedback to make improvements to the project. For example, In the future the AEP team would like to see some of the following ideas implemented:

1. Elementary students plan out their purchases in advance of the event.
2. FHS FBLA chapter members create a budgeting video of the project for use on the “Forward Enterprise” website.
3. Expand the “Forward Enterprise” AEP to include ALL first grade students in the Fife School District.

The AEP team believes that applying this knowledge early on in a student’s life will provide many benefits in a student’s future. As these students grow older, they will be able to carry this lesson with them as they take out loans, buy personal items, and learn how to be a responsible contributing members of society.



Appendix A: Chapter Member Involvement

Committee Group	Number of Members	Members Names
Core Committee	3	Alyssa Kreg, Kearah Kraus & Christina Masnyy
Research Committee	18	Emilio Alcantara-Ramos, Alexander Boyer, Chloe Forberg, Sarah Frederickson, Gavin Georgitsis, Jake Hillstead, Kamila Lopez-Avendano, Dorothy Mawilong, Kaleb Mayhew, Elizabeth Nadrich, Joleene Ngure, Maya Nguyen, Bryson Peterson, Braden Reese, Emma Tolmich, Alexa Valenciano, and Khobaib Zafar
Preparation Committee	19	Camila Alvarez, Mya Hospenthal, Taylor Hospenthal, Amy La, Kelsey Lyons, Grace Mattson, Ian Martinez, Joy Mwangi, Masyn Phothirath, Ella Pierson, Charles Reid-Simons, Edward Reid-Simons, Morgan Render, Max Roscoe, Alyce Sprenger, Zach Storm, Casey White, Savannah Whiting, and Madison Woods
Implementation Committee	10	Jade Cupples, Brandi Taylor, Gabrielle Westlund, Anna Mattson, Kianna Bolante, Jenna Zachman, Carson Lilley, Darrion Brunelle, Kyle Roscoe, and Mattie Jollie
Photography Committee	2	Emily Dutka and Joseph Masnyy

Appendix B: Price Menu



Price Menu

WANTS			
Cupcake	Big		\$3.00
	Small		\$2.00
Frosting	Red		\$4.00
	Blue		\$3.00
	White		\$2.00
Sprinkles	Stars		\$4.00
	Colored		\$2.00
	Sugar		\$1.00
Candy	Oreo's		\$4.00
	Pretzal's		\$3.00
	M&M's		\$2.00
	Bears		\$1.00
NEEDS			
Tray	Plate		\$3.00
	Napkin		\$2.00
Frosting Tool	Popsicle Stick		\$2.00
	Tooth-Pick		\$1.00




Appendix C: Budgeting Worksheet

Name: _____

My Budget Plan

<p>WANTS</p> <p>Cupcake</p> <p>Big -\$3.00 Small- \$1.00</p> <p>Frosting</p> <p>Red-\$4.00 Blue-\$3.00</p> <p>White-\$2.00</p> <p>Sprinkles</p> <p>Stars-\$4.00 Colored- \$2.00</p> <p>Sugar-\$1.00</p> <p>Candy</p> <p>Oreos-\$4.00 Pretzels-\$3.00</p> <p>M&M's-\$2.00 Gummy Bears-\$1.00</p> <p>NEEDS</p> <p>Tray</p> <p>Paper Plate-\$2.00 Napkin-\$1.00</p> <p>Frosting Tool</p> <p>Popsicle Stick-\$2.00 Thin stick-\$1.00</p>	<p><u>\$10.00 Start</u></p> <p>- _____ 1st Item Bought: _____</p> <p style="padding-left: 40px;">Total left to spend</p> <p>- _____ 2nd Item Bought: _____</p> <p style="padding-left: 40px;">Total left to spend</p> <p>- _____ 3rd Item Bought: _____</p> <p style="padding-left: 40px;">Total left to spend</p> <p>- _____ 4th Item Bought: _____</p> <p style="padding-left: 40px;">Total left to spend</p> <p>- _____ 5th Item Bought: _____</p> <p style="padding-left: 40px;">Total left to spend</p> <p>- _____ 6th Item Bought: _____</p> <p style="padding-left: 40px;">Total left to spend</p> <p>- _____ 7th Item Bought: _____</p> <p style="padding-left: 40px;">Total left to spend</p> <p>- _____ 8th Item Bought: _____</p> <p style="padding-left: 40px;">Total left to spend</p> <p>Total Saved: _____</p>
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Appendix D: Controlled Classroom Lesson Plan



American Enterprise System

Budgeting

Budget: a plan used to decide the amount of money that can be spent and how it will be spent

AMERICAN ENTERPRISE PROJECT | 2018-2019



American Enterprise System

What is it?

When we get money, we get to choose how to spend it. When we spend our money, we have to make sure we have enough to buy what we **want** and **need**.

AMERICAN ENTERPRISE





AMERICAN ENTERPRISE

OUR PROJECT

Fife High School FBLA

WHY IS IT IMPORTANT TO SAVE MONEY



SURPRISE
EVENTS



SAVE FOR
THE FUTURE



SAVE FOR "BIG"
WANTS

Appendix E: Social Media Publicity



Fhs Fbla

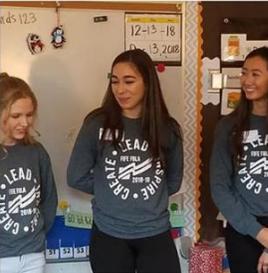
March 21 at 8:47 PM

...

It's Throw Back Thursday!

On December 18, 2018 the Fife High FBLA American Enterprise Project team taught a budgeting lesson to Mrs. Matson's 1st grade class. It was such a fun day of learning using cupcakes.

Way to go Fife FBLA! We are proud of you. ... See More






Appendix F: Pre and Post Quiz

Name: _____ Post-Test: Controlled Class

7) What is a NEED and what is a WANT?

A need is what you need to live a want is what you want to live

8) Why is it important to save money?

so that you can get the thing you need to live

9) What is a budget?

How much money you get to spend it

Name: Jakoby Pre-Test: Controlled Class

1) What is a NEED and what is a WANT?

YOU NEED AIR I WANT TOYS

2) Why is it important to save money?

so you can get the thing you need

3) What is a budget?

a certain amount of money or an amount of money

Appendix G: Website



Project Instructions

+ More

Project Worksheets

+ More

Supplies and Station Layout

+ More

Download All



Appendix H: Advertisements

0 Downloads

Budgeting Activity - Elementary School Students



Subject
English Language Arts, Math, Visual Arts

Grade Levels
PreK, Kindergarten, 1st, 2nd, 3rd, 4th, 5th

Resource Type
Activities

Product Rating
★★★★ N/A • not yet rated

File Type
Portable Network Graphics

Be sure that you have an application to open this file type before downloading and/or purchasing.

463 KB

Share
[Share](#)
[Tweet](#)
[Save](#)

FREE

Digital Download

Edit

Download Now



Forward Enterprise

0 Followers

Follow

FREE

Digital Download

Edit



Budgeting Activity for Elementry School Students!



Appendix I: Miss. Matson's Letter

FIFE SCHOOL DISTRICT

Fife High School FBLA- American Enterprise Project



Fife High School FBLA:

On December 17, 2018 and December 18, 2018 Alyssa Kreg, Christina Masnyy and Kearah Kraus led an American Enterprise Project designed to teach budgeting to my first-grade students. Throughout the process of planning and implementing this lesson, these three young ladies demonstrated clear objectives, a high level of organization and age-appropriate lesson design.

When my students arrived for the lesson, the team began by sharing a power point that explained lesson objectives, defined a budget in kid-friendly language, listed behavior expectations, laid out the steps students would follow and how student could earn rewards. During the activity, a small group of students was taken through the cookie decorating stations to choose their toppings and fill out their recording sheet with support from this team and the additional volunteers they recruited. Worksheets related to the topic were given to the other students while they awaited their turn, or for students who finished early. As they began to distribute prizes, it was clear that they had thought about the age of the students and had ensured that each student would receive at least one prize. However, they also reinforced the concept of budgeting as the students who saved more money received more prizes. Finally, they gave each student an exit ticket to determine how well the students understood their objectives. They helped students read the questions on the exit tickets and recorded student responses for those students who have difficulty writing. As they left my classroom that day, the team was already reflecting on how they could adapt and build on this lesson with a follow up later in the year.

My students really enjoyed the lesson that Alyssa, Christina and Kearah presented. Even more importantly, they began to understand budgeting in a fun, engaging way that they will remember. My students continue to talk about how saving money can benefit them, and I am excited to see how that understanding is deepened when the team comes back later this year.

Sincerely,

Lisa Matson

