

Level 6 - Diversity, Equity, and Inclusion Resources

Concepts:

1. Consider earning potential and use the four operations to determine best earning options.
2. Consider the benefits of regularly setting aside money to save before spending.
3. Look at how different approaches to financial decision-making can have different outcomes.

Learning Standards:

- **Identity:** I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings. (ID.6-8.5)
- **Diversity:** I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally. (DI.6-8.8)
- **Action:** I will work with friends, family, and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals. (AC.6-8.20)

Considerations

- Relationships play an important role when making informed and culturally responsive instructional decisions. Be aware of the impact conversations around earning potential, strategies for saving and making purchases can have on your students based on their families' access to opportunities and resources.
- Teachers should be sensitive to the differences of students' access to resources. Think about how questions about saving and spending will impact students such as discussing specific brands of clothes and shoes. It is helpful to use characters from books to have conversations around these topics to provide a level playing field of experience as well as being sensitive to the differences in economic circumstances of your students.
- Assumptions about groups of people can perpetuate stereotypes. Be curious about the stories of your students and create space for them to share their voice so that they can socially construct ideas with their classmates.
- Leverage the social capital of your students. Activate the various experiences of your students by including resources (books, posters, media etc.) that offer a range of jobs, budgeting, and strategies for saving. Resources and examples may not center your students and you will need to be intentional on finding representation. Every child in your class should receive an opportunity to be affirmed and feel like an expert.

Setting up Discussion Space-Community Agreements

Classroom discussions provide a great way for students to socially construct knowledge from a variety of experiences. It is important to set up discussions and the overall classroom climate with community agreements. Think about what "rules, norms, guidelines, agreements etc." will create a safe and brave space for conversation. Co-create this list of agreements with your students. Ideally you will already have community agreements in place and will just revisit them prior to discussions as a reminder of how we will care for each other. Some examples of agreements: "Listen when others are speaking." "Think about how your words will impact others." "Be present." "What is said in this space stays in this space?"

Discussion Questions

As you have conversations with students about comparative shopping and budgeting, You can have a conversation with students about how people’s options for comparative shopping are impacted by where they live. We can be curious and want to know more about the histories and lived experiences of others, listening carefully and non-judgmentally

- What stores are close to you to? Which of your needs are met by these stores?
- How do you access lower costs (comparative shopping)? Do you use a car to drive to stores with the best price? Do you have a device at home to shop online? Do you have a device you can use while in stores to compare prices in other stores?
- The opportunity to earn money as a child is impacted by the jobs your families have and by the jobs your neighbors have (to be able to pay you). Basically, however you will receive money is also impacted by the earning potential of the person paying you. What are some chores and jobs you are able to do to earn money?

Extension Activity

Talk about why people choose to donate money. Recall from the suggested read aloud, [A Chair For My Mother](#) how people shared with the family who lost everything. Together choose a nonprofit/charity related to your interests. Contact a local community center to find out the needs of families they serve. You could set a financial goal and begin saving toward the purchase-through fundraisers as a class and/or individual students.

Journal Prompt

Write about a time when you had to manage money. Describe the situation. Were you trying to buy something? Did you have to change your plans based on the amount of money you had? What’s challenging about managing money?

Suggested Read Alouds

- [A Chair For My Mother](#) by: Vera Williams [click here for read aloud](#)
 - Mama and Grandma had different ways of contributing to the jar. Talk about the earning potential of both and their contributions.
 - If the neighbors had not cooperated after the fire, and donated food and furniture, what might have happened to the family?
- [Tía Isa Wants a Car](#) by Meg Medina (Author), Claudio Muñoz(Illustrator)[click here for read aloud](#)
 - Consider who has the power and who makes the rules at the car lot. How does this impact the financial decisions of families? How can we be sure the rules are fair for all buyers?
 - People set aside money for all sorts of reasons. Talk about how you support your family and extended family. How is this similar and different from this family?
 - What do you currently know about immigration? How can you learn more?

