Money teacher pack

Separate balances, income, spending and borrowing while following a payment.

For learners around age 14 and curious adults. Three 40-minute sessions. Use with the current AHA Money manuscript. References use chapter titles so they work in both print and ebook.

Learning goals

Separate balances, income, spending and borrowing while following a payment.

Use the terms balance; income; principal; interest; clearing; settlement. Show the reasoning behind an answer and identify where the example stops applying.

Reading route

1. Income flows; balances sit

2. A card is a key, not a money container

3. Moving money is not always spending it

Teaching plan

Session 1: Ask the opening question before reading (5 minutes). Read the first selected chapter together (15). Draw the mechanism or compare two possible explanations (15). End with a one-sentence explanation (5).

Session 2: Read the remaining selected material (10 minutes). Complete the worksheet individually, then compare reasoning in pairs (20). Discuss the common wrong turn (10).

Session 3: Revisit one uncertain answer (10 minutes). Try the extension (15). Give a two-minute explanation without the book (10). Use the exit question (5).

Materials and access

Paper, pencil, the book and an optional calculator. Read diagrams aloud, allow spoken or drawn responses, and give extra time for vocabulary. No real accounts or specialist equipment are needed.

Money learner worksheet

Opening question

If you move $100 from checking to savings, have you spent $100?

Investigation

A fictional person starts with $500 in checking and $100 in savings. They receive $200 pay, move $150 from checking to savings, and buy $80 of groceries from checking. Ignore fees, interest and all other events.

1. What are the ending balances?

Show your reasoning, label units or evidence, and state any assumptions.

2. What is total money in the two accounts?

Show your reasoning, label units or evidence, and state any assumptions.

3. How much income and spending occurred?

Show your reasoning, label units or evidence, and state any assumptions.

Transfer question

With a 10% price increase, a $100 basket costs $110. If pay rises 5%, it buys less of that basket despite the larger dollar amount.

Exit question

What would you now check before accepting a claim about this topic? Name one specific check and explain why.

Money answers and teaching notes

Answer 1

Checking: 500 + 200 - 150 - 80 = $470. Savings: 100 + 150 = $250.

Answer 2

$470 + $250 = $720, also $600 + $200 - $80.

Answer 3

Income is $200 and spending is $80. The $150 transfer is neither income nor spending across the two-account boundary.

Common wrong turn

A pending authorization and a settled payment are not the same stage. Borrowed money is not earned income.

Extension discussion

With a 10% price increase, a $100 basket costs $110. If pay rises 5%, it buys less of that basket despite the larger dollar amount.

Assess the explanation

Give one point each for a correct conclusion, visible reasoning, correct units or evidence, and a relevant limitation. A correct number with no explanation is not a complete answer. Accept equivalent wording and well-supported alternative interpretations where the question allows them.

If the learner gets stuck

Return to the diagram or the smallest example. Ask what is being counted, compared or transferred. Let the learner revise the answer after explaining the mistake; do not reward speed over understanding.

Family connection

Use invented balances to compare a transfer, purchase and loan. Keep household account details private.