

# Scout Camp Shop: A Lesson in Budgeting

## Materials Needed

- Monopoly money (specifically \$1, \$5, and \$10 bills)
- Items to "buy" (can be real Scout gear like a flashlight, water bottle, and compass, or toys/pictures representing them)
- Small pieces of paper or sticky notes to use as price tags
- A small bag or "Scout Pouch" to hold the money
- Paper and a pencil for the "Shopping List"

## Learning Objectives

By the end of this lesson, the learner will be able to:

- Define **Cost** as the amount of money needed to buy something.
- Define **Budget** as the total amount of money available to spend.
- Distinguish between **Needs** (must-haves for the trip) and **Wants** (extras).
- Successfully choose items that stay within a fixed dollar amount.

## 1. Introduction: The Big Adventure (The Hook)

**Scenario:** "Get ready, Scout! We are going on a pretend camping trip to the Great Backyard Woods. But before we leave, we need to visit the Scout Shop to get our gear. The problem is, we only have one 'Scout Pouch' full of money. If we spend it all on giant marshmallows, we might not have enough for a flashlight to see in the dark!"

**Discussion:** Ask the student, "What do you think is more important for a camper: a sleeping bag or a toy whistle? Why?" Explain that today we are going to learn how to be 'Money Masters' by making a budget.

## 2. The Lesson Content

### I Do: Modeling the Budget (5 minutes)

Show the student a \$10 Monopoly bill. "This is my **Budget**. It is all the money I have. I want to buy this water bottle for \$7 and this cool Scout hat for \$5."

**Demonstration:** Lay out the bills. "If I spend \$7 for the water, I only have \$3 left. I can't afford the \$5 hat. I have to make a choice! Since I *need* water to stay healthy, I will buy the water and save my \$3 for later. That is called staying under budget."

### We Do: Guided Practice (10 minutes)

Set out three items with price tags:

- Flashlight: \$5

- Trail Mix: \$2
- Compass: \$4

Give the student \$10 in Monopoly money. **Ask:** "If we buy the Flashlight and the Compass, how much will that cost?" (Help them count  $5 + 4 = 9$ ). "Do we have enough money? How much is left over?"

**Practice:** Try different combinations together. Point out that if the total is more than \$10, the "Scout Shopkeeper" won't let them leave with the items!

### You Do: The Scout Shop Challenge (15 minutes)

**The Task:** Set up a "Scout Shop" with at least 6 items. Some should be "Needs" (map, tent, water) and some should be "Wants" (stickers, binoculars, extra candy). Assign prices between \$1 and \$10.

1. Give the student a budget of \$20 in Monopoly money.
2. The student must choose at least 3 items they think they need for their trip.
3. They must "pay" the shopkeeper and ensure they don't spend more than \$20.
4. **The Twist:** Halfway through, tell them the price of the "Tent" just went up by \$2. Can they still afford their items, or do they need to put something back?

## 3. Conclusion: Campfire Recap

**Summarize:** "Today you learned that **Cost** is what we pay, and a **Budget** is the plan for our money. You acted like a real Scout by making smart choices!"

**Reflect:** Ask the student:

- "What was the hardest thing to choose between?"
- "What would happen if you didn't check your budget before going to the shop?"

**Success Criteria:** The student is successful if they have selected items that total \$20 or less and can explain why they chose a "need" over a "want."

## Adaptability & Differentiation

- **For Younger/Struggling Learners:** Use only \$1 bills. If an item costs \$5, they simply count out five \$1 bills. Keep the budget small (e.g., \$5 or \$10).
- **For Advanced Learners:** Introduce "Coupons" (subtraction) or "Sales Tax" (adding \$1 to every purchase). Ask them to calculate how much "Savings" they have left after their purchase.
- **Classroom Context:** Turn students into pairs where one is the Shopkeeper and one is the Scout, then swap roles.

## Assessment

- **Formative:** Observe the student as they count out Monopoly money during the "We Do" section. Correct any counting errors immediately.
- **Summative:** The "Receipt." Have the student draw the items they bought on a piece of paper and write the total cost at the bottom. Check if the total is equal to or less than their starting budget.