

MADE OF MONEY

Aims of the Session: by the end of the session participants will.....

- ☺ Have a greater understanding of what money is used for
- ☺ Have a greater understanding of the different decisions that have to be made about money within families, what is needed and what is luxury
- ☺ Learn to have conversations in families about money
- ☺ Have a greater understanding of the impact and purpose of advertising

Session Plan (2 hours)

NB: Materials in *italics* are things that are NOT provided in your resource box and you will need to get yourself

Stage	Activity	Materials	Time (mins)	Notes
<i>Icebreaker</i>	Cobweb Introduction Person to say their name, throw ball of string at someone across the room who says their name and the name of the person who threw it at them.	- <i>String</i>	10m	
<i>Setting Aims</i>	Introduction What we'll be doing and how we'll be doing it. Set ground rules, involving children.	- <i>Flip chart</i> - <i>Marker pens</i>	5m (15m)	
<i>Taste Test/ Shopping</i>	Taste Test 2-3 items E.g. ketchup, cereal, yoghurts, strawberry milk, biscuits- on different tables round the room. Give out tick sheets for children. While doing this, show packaging and ask questions e.g. <ul style="list-style-type: none"> • Why do you think people pay more for brands? Are they worth it? • Does packaging looks better on more expensive brands? Will it taste better? • How can we use shopping trips to help us learn about money? 	- <i>Taste test items</i> - <i>Cups/ plates</i> -A&B cards -Taste test tick sheets	20m (35m)	
<i>Wants/Needs</i>	I Want? I Need? Exercise Put 'I Want? I Need?' cards on either side of room. Get families to stand on either side, depending on whether they 'need' (i.e. essential for their life) or 'want' something (not essential but nice) while reading out the list provided in the cheat sheet (or your own list!)	-'I Want? I Need?' cards -'I Want? I Need?' cheat sheet	10m (45m)	
<i>Wants/Needs & Communication</i>	Essential / Non Essential Spending Place families together (enough resources for 6 groups/families) with set of cards. Children decide what is essential and what is not. Then get them to order what is most →least important to spend money on. Compare groups and discuss.	'Essential/ Non Essential' ready to cut cards and envelopes Cheat sheet	15m (1hr)	
Break 10minutes - do earlier if necessary (1hr 10)				

<p><i>Branding Awareness</i></p>	<p>Advertising Detectives **BEFOREHAND**- Collect some adverts used locally for children's products- food, toys, Argos catalogues etc. Lay out adverts on tables. Tell children they are going to play 'Advertising Detectives'. Parents are given sheets to help their child(ren). Have groups spend some time thinking about how people sell us things, using front of the handout. Then have groups to go round looking at the adverts, asking questions and collecting 'clues' using back of handout. As a group, sum up by asking:</p> <ul style="list-style-type: none"> • What do adverts try and do? • How do they try and do it? <p>You can give out "Advertising Detectives take home sheet" for families to play at home.</p>	<p>-Paper adverts for toys, food etc. -'Advertising Detectives' handouts 'Advertising Detectives' take home sheets -pens and pencils</p>	<p>15m (1hr 25)</p>	
<p><i>Branding Awareness</i></p>	<p>Design Your Own Advert Parents and children together design an advert for a product of their own choosing. Give out handout as guidance. Some questions you may want to ask are:</p> <ul style="list-style-type: none"> • What sort of things do adverts say? • What sort of things DON'T they say? • How could you sell this product without lying? 	<p>-'Design an Ad' handout -plain paper -colouring pencils/felt pens -any other materials for making ads</p>	<p>20m (1hr 45)</p>	
<p><i>Communication & Values</i> OPTIONAL IF TIME</p>	<p>Timeline Exercise- Get children to do the 'timeline' exercise from Session 6 (Children and Money) & compare with parents answers!</p>	<p>Timeline Exercise – footprints and discussion cards</p>		
<p><i>Reflection</i></p>	<p>Wrap Up Go round and everyone say what they will take away from today. What might change around money in our house?</p>		<p>5m (1hr 50)</p>	
<p><i>Evaluation</i></p>	<p>Evaluation What did we think of today? Get children to put stickers on one of the faces (you may want to stick these around the room). If appropriate, get feedback.</p>	<p>- 4 Faces evaluation charts -Stickers</p>	<p>5m (1h 55)</p>	

What you need for this session:

Provided in this pack:

- Suggestions of other family learning activities for various age children
- Taste test A& B cards - from session 1
- Taste Test tick sheets for children
- 'I Want/I Need' laminated cards
- 'I Want/I Need' cheat sheet
- 'Essential/Non Essential' **ready to cut cards** x 6
- Envelopes for cards once cut **you will need to cut cards first**
- 'Essential/Non Essential' cheat sheet
- 'Advertising Detectives' handouts
- 'Advertising Detectives' take home sheet
- 'Design An Ad' handouts
- 'Timeline Exercise' footprints & discussion cards - from session 6
- '4 Face Charts' for Evaluation
- Stickers

Not provided:

- Ball of string (*for cobweb game*)
- 2 or 3 types of foods supermarket own-brand & branded (*for taste test*)
- Coloured plates / bowls / cups for taste test
- Adverts for children's products & food -from magazines, catalogues, newspapers, internet etc (*for advertising detectives*)
- Adverts for children taped off TV
(*OPTIONAL- only if you want to do extra stuff on advertising*)
- Large paper, colouring pencils/felt tips (*for design your own ad*)
- Flip Chart paper
- Flip Chart pens
- Felt pens/colouring pencils