

Session Plan (2 Hours)

Objectives of the Session:

- Explore what messages our children get about money and where from
- Look at what and when we would like our children to learn about money
- Look at ways to help our children learn about money
- To look at the pressure to spend—practical ways to deal with it

No.	Activity	Delivery Notes
1	Welcome and Taste Test 1 item (e.g. Coco-pops)	As before
2	Discussion on Take Home Activity How did it go talking to children about money? Did you have any good discussions?	Discuss if this has been done
3	Introduction Exercise What did we learn about money from our parents? Go around circle. Now think – what would <u>our</u> children say about what they are learning from us?	This can be run depending on level of English, or if this can be done in the groups' native language.
4 <i>Leave out if done week 1</i>	Where Children Get Messages About Money? Use <i>Where Do Children Get Messages About Money?</i> discussion cards. Split into two groups and get groups to order which has the greatest to the least impact on what their children think, feel and know about money. Is this the order you would like?	As the cards are written and you can speak them, we find this works well to do as a group.
5	Timeline Exercise (in one or two groups) Use <i>'Timeline Exercise'</i> . Spread the footprints timeline across the floor/table. If needs be, split into two groups, and give groups a set of discussion cards. Cards have suggestions of things that may teach children about money. Get the groups to discuss at what age (or never) they would do these things with their children and put them on the timeline. Stress there is no right or wrong answer!	As the cards are written and you can speak them, we find this works well to do as a group.

6	<p>Passing Values to Our Children Give everyone the handout to complete. Ask them to identify <u>one</u> value they would like to pass onto their children around money - then think of a few ways they can do this. They then could identify one thing they could start TODAY to do this! Share the value & action if they would like / if time.</p>	<p>Instead of doing this as a written exercise, this can be run as a discussion. If discussing values is difficult due to language, it may be easier to discuss one thing they would like their children to learn, i.e. savings, and ways they can do this. Alternatively, use this opportunity to review vocabulary around money from previous weeks that are useful for them to explain to their children ie saving, credit, budget, debt.</p>
7	<p>Why Do We Buy Things For Our Children? Ask the group why we buy things for our children. Is it always about need, or is sometimes about guilt/pacifying behavior/giving what we didn't have as children etc? Brainstorm with group, writing thoughts on flipchart. What happens when we do / do not buy something?</p>	<p>Will depend upon level of spoken English or ability to run this in their own language. Alternatively you can use the prompt cards with ideas of why we buy, and have the group decide which are good reasons to buy things or not as good reasons. Cards can be downloaded on our website.</p> <ul style="list-style-type: none"> • <i>Guilt</i> • <i>Need</i> • <i>Child asks nicely</i> • <i>Reward</i> • <i>Stop child asking</i> • <i>Treat</i> • <i>Love</i> • <i>Pressure</i> • <i>See them smile</i> • <i>Not left out</i> • <i>Birthday / holiday</i> • <i>To learn</i> • <i>Advert</i>
8 <i>Optional</i>	<p>Alternatives To Buying <i>In two small groups – identify alternatives to buying things for children- to meet the needs expressed above. Feedback to the group- use the cheat sheet for ideas if needed.</i></p>	<p>As a discussion, using cheat sheet</p>

9	<p>Finishing & Group Reflections</p> <p>Explain this is the last session- we will take time in group to reflect on where we have come.</p> <p>If useful, use 'Head Heart Bag Bin' tool- either through individual handouts, or as a group reflection, sticking post-it notes onto flipchart under each category.</p> <p>Help group reflect:</p> <ul style="list-style-type: none"> -what have you learnt? (<i>Head</i>) -how has it made you feel? (<i>Heart</i>) -what do you want to take away from this? (<i>Bag</i>) -what would you leave behind or get rid of? (<i>Bin</i>) 	<p>This can be done verbally or written depending upon the group</p>
	<p>Evaluation</p> <p>Get group to fill in <i>Evaluation Post-Course</i> handouts and collect in. If you are able to run a 6 week later evaluation, set the date now.</p>	<p>This can be done all together with leader reading this out and group filling in as you go—you will need to allow extra time for this</p>
11	<p>Wrap up</p> <p>and either say goodbye or remind them about family learning session if that is still to come.</p>	<p>As is</p>