

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	Delivery Notes
<i>Icebreaker</i>	<b>Cobweb Introduction</b> 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.	As is
<i>Setting Aims</i>	<b>Introduction</b> What we'll be doing and how we'll be doing it. Set ground rules, involving children.	As is
<i>Taste Test/ Shopping</i>	<b>Taste Test 2-3 items</b> 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"> <li>• Why do you think people pay more for brands? Are they worth it?</li> <li>• Does packaging looks better on more expensive brands? Will it taste better?</li> <li>• How can we use shopping trips to help us learn about money?</li> </ul>	As per week 2
<i>Wants/Needs</i>	<b>I Want? I Need? Exercise</b> Put ' <i>I Want? I Need?</i> ' 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!)	Pick words the group will recognize when running these. A good example to explain this is we <i>need</i> food, but might <i>want</i> chocolate.
<i>Wants/Needs &amp; Communication</i>	<b>Essential / Non Essential Spending</b> 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.	You can continue to use the words Need / Want if that is easier for the group, and discuss what each card is.

<p><i>Branding Awareness</i></p>	<p><b>Advertising Detectives</b>  <b>**BEFOREHAND**</b>- 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"> <li>• What do adverts try and do?</li> <li>• How do they try and do it?</li> </ul> <p>You can give out "Advertising Detectives take home sheet" for families to play at home.</p>	<p>Do this if it can work with the group, focusing the discussion on the first set of questions on the handout.</p>
<p><i>Branding Awareness</i></p>	<p><b>Design Your Own Advert</b>          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"> <li>• What sort of things do adverts say?</li> <li>• What sort of things DON'T they say?</li> <li>• How could you sell this product without lying?</li> </ul>	<p>As is</p>
<p><i>Communication &amp; Values</i>  <b>OPTIONAL IF TIME</b></p>	<p><b>Timeline Exercise-</b>  <i>Get children to do the 'timeline' exercise from Session 6 (Children and Money) &amp; compare with parents answers!</i></p>	<p>As is</p>
<p><i>Reflection</i></p>	<p><b>Wrap Up</b>          Go round and everyone say what they will take away from today. What might change around money in our house?</p>	<p>As is</p>
<p><i>Evaluation</i></p>	<p><b>Evaluation</b>          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>As is</p>

