

Years 6 & 7

# Money Wise

## Thematic Unit



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## **Acknowledgements**

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# About this Thematic Unit

This Thematic Unit is linked to the Years 6/7 ICL, *Needs and Wants*. Within this unit, children will be enabled to foster positive attitudes and decision making towards financial decision making.

Children will learn about making financial decisions and consider how to spend money including pocket money and contributions to charity. Children learn that resources can be allocated in different ways and these decisions have individual, social and environmental consequences.

Children will have the opportunity to develop some of the skills that meet the requirements of the Northern Ireland Curriculum at Key Stage 2. The focus within this unit is outlined below:

<b>Northern Ireland Curriculum Objective</b>	To develop the young person as a contributor to the economy and environment.
<b>Key Element</b>	<i>Economic Awareness</i>
<b>Thinking Skills and Personal Capabilities</b>	<p>This Thematic Unit focuses on <b>Managing Information</b>. Children have opportunities to:</p> <ul style="list-style-type: none"> <li>• <i>Classify, compare and evaluate information;</i></li> <li>• <i>Develop methods for collating and recording information; and</i></li> <li>• <i>Ask deeper and wider questions to clarify a task.</i></li> </ul> <p>There will also be opportunities for children to develop the skills of <i>Thinking, Problem-Solving and Decision-Making and Working with Others</i>.</p>
<b>Cross-Curricular Skills</b>	<p>Where appropriate, learning intentions that relate to cross-curricular skills are signposted. These cross-curricular skills are:</p> <ul style="list-style-type: none"> <li>• Communication (Comm);</li> <li>• Using Maths (UMaths); and</li> <li>• Using ICT (UICT).</li> </ul>
<b>Connecting the Learning</b>	<p>This Thematic Unit provides teachers with the opportunities to connect learning across the following Areas of Learning:</p> <ul style="list-style-type: none"> <li>• Mathematics and Numeracy;</li> <li>• Personal Development and Mutual Understanding;</li> <li>• The Arts; and</li> <li>• The World Around Us.</li> </ul>
<b>Aim</b>	<p>The aim of this Thematic Unit is to encourage children to:</p> <ul style="list-style-type: none"> <li>• Develop the skills to make financial decisions and become more financially responsible;</li> <li>• Develop their thinking through a range of problem-solving and decision-making challenges which make connections from their own experiences to the wider world;</li> <li>• Apply financial knowledge, understanding and skills across a range of contexts; and</li> <li>• Understand how financial decisions can affect not only themselves but also their school community and family.</li> </ul>

# About Financial Capability (Financial Education)

This Thematic Unit focuses on developing children's financial capability. There are three interconnected and mutually supportive aspects of financial capability:

## **Financial Knowledge and Understanding-**

- Understanding the concept of money.
- Where does it come from?
- Where does it go?

## **Financial Skills and Competence-**

- Knowing how to look after and manage money.
- How do we plan to look after our spending?
- How can we evaluate basic risk and return?

## **Financial Responsibility-**

- Making personal life choices and thinking about the ethics of money.
- Do the choices we make impact on others and if so, how?

Activities to develop financial capability, such as those described here, not only benefit others but also encourage a sense of responsibility to the school community and beyond. Financial Capability also helps children to understand the connections between enterprise and citizenship.



Where Does Money  
Come From?

# SECTION 01



# Activity One

## Money Sources

### Suggested Learning Intentions

Children will:

- know where money comes from at home and in school (UMaths);
- know what money is spent on in school/home (UMaths); and
- be able to rank information (TSPC).

### Suggested Learning and Teaching Activities

Explain to the children that they are going to explore where money comes from and how it is spent at home and in school. Ask them to think about the following questions:

- Where does money come from at home?
- Where does money come from in school?
- What do we use money for at home?
- What do we use money for at school?

Write each of these questions on a flip chart sheet or an A3 sized piece of paper. Children work in groups within a time limit using a **Post-It Collection\*** to write down their responses, thoughts and ideas on one question. The pages are then rotated as part of a **Carousel\*** approach.

Follow up this carousel activity with a debriefing session to discuss the children's ideas. You may need to highlight certain issues which the children may not be aware of, for instance, at home money comes from wages and government benefits such as child benefit; the government gives the schools a 'budget' to run the school depending on the number of children in the school. Point out that money is a limited resource which needs to be looked after carefully.

Invite the children to have a look at the things we use money for and divide these into 'needs' and 'wants' and agree their list with a friend. The children then rank in order the needs and wants to show how they would prioritise the spending at home.

\* See Active Learning and Teaching Methods for Key Stages 1 & 2



# Activity Two

## School Money Waste

### Suggested Learning Intentions

Children will:

- generate ideas and possibilities (TSPC);
- know how money is wasted in school; and
- be able to rank and prioritise information (TSPC).



### Suggested Learning and Teaching Activities

Divide the class in two with one half discussing money waste at home and the other, money waste at school. Ask the children to share their thoughts using an **Ideas Funnel**\*.

In groups, the pupils generate as many ideas as possible on the topic of money waste (either in school or at home). The groups then prioritise their ideas by selecting five which they believe are the most relevant, or where money is wasted the most. Each group nominates a presenter, who presents their findings and five priorities to the rest of the class.

The groups decide on the idea which they feel is the most important. Each group should aim to reach agreement on their choice through negotiation and justification. The class's ideas could be displayed in the classroom and referred to throughout the Thematic Unit.

To debrief, ask the children to discuss the similarities and differences between groups. Then the children write a summary of the school's money waste at the moment, stating where they think money is being wasted and making a list of what needs to be done. Once complete, pass on a selection of the summaries to the Principal for comments!

\* See Active Learning and Teaching Methods for Key Stages 1 & 2

# Activity Three

## Money and Me

### Suggested Learning Intentions

Children will:

- learn about the financial implications for parents when they give pocket money; and
- begin to understand that there is a limited supply of money available to parents (TSPC).

### Suggested Learning and Teaching Activities

Explain to the children that we are going to be discussing the importance of pocket money in our own lives and how this can affect our parents and the people around us.

Ask the class to think about their pocket money and have a short class discussion using the following key questions:

- How much pocket money do you get?
- How often do you get it?
- What do you spend it on?
- Do you save any money?
- What do you do to earn pocket money?

Distribute the 'Money and Me' sheet (Resource A) and ask children to make notes on the first three boxes. Invite pupils to share their thoughts using a **Think, Pair, Share\*** approach to discuss these questions. In this discussion children will focus on how they use their pocket money. If some children don't get pocket money they could discuss the pros and cons of not getting any, for example, do their parents buy them what they want or do they get treats as a reward for good behaviour or helping around the house etc.

Ask the class to think about their parents' money and discuss the following key questions:

- Where do their parents get their money from?
- What do they have to spend their money on?

The children then complete the middle section of Resource A. Invite pupils to share their thoughts using a **Think, Pair, Share\*** approach.

Children '**Think, Pair, Share**' their thoughts on whether they should get more pocket money. Ask the children to form two groups - those who agree and those who disagree - and then hold a debate on the subject. As a follow up, ask the children to write a paragraph on 'Should I get pocket money?'

\* See Active Learning and Teaching Methods for Key Stages 1 & 2



# Activity Four

## Classroom Budgeting

### Suggested Learning Intentions

Children will:

- understand the importance of being careful with resources in school;
- be able to discuss the relevance of value for money and best buys (UMaths);
- be able to use a spreadsheet to investigate and solve problems (UICT); and
- be able to generate possibilities (TSPC).



### Suggested Learning and Teaching Activities

As an introductory activity, discuss ways in which resources in the classroom are wasted. Tell the children how teachers have a set budget for resources (depending on class size) and how they have to requisition books, rulers, crayons etc.

Set an appropriate budget for the class requisition, for example, £200 per year. Children, in groups, use a **Post-it Collection\*** to generate a list of possibilities for the classroom and then use **Diamond Ranking\*** to prioritise their list.

Then using a teaching resource catalogue, the children price the cost of 100 pencils bought separately and also bought in bulk. Discuss the value for money and the best buys within the catalogue, for example, 100 rubbers cost £5 – is this value for money if we don't need all these rubbers?

The group then use the 'Classroom Budget' sheet (Resource B) and the catalogues to complete an order form. They use a spreadsheet to calculate the costs by adding and subtracting quantities to try to reach their budget.

Alter the children's budget and ask each group to prioritise and adjust their spreadsheets to match this new sum.

Each group reports their proposals back to the class, they then discuss the merits of each proposal.

\* See Active learning and Teaching Methods for Key Stages 1 & 2

# Activity Five

## The Free School Trip

### Suggested Learning Intentions

Children will:

- be able to discuss real life proposals;
- be able to generate possibilities (TSPC);
- be able to produce a plan as part of a group (Comm); and
- be able to carry out research as part of a group (TSPC).



### Suggested Learning and Teaching Activities

Explain to the children that they are going to plan a school day out or trip which will cost nothing except for packed lunches.

Distribute the 'Generating Possibilities' worksheet (Resource C) and ask the children the following questions:

- 1. What is the task you are considering?**  
(Planning a school trip which costs nothing.)
- 2. What possibilities can you think of?**  
Ask each pair to come up with as many ideas as possible, then come together as a class and discuss their ideas. Give the children more time to think of other possibilities and fill in the top box.
- 3. Can you categorise the possibilities?**  
Lead the class in categorising their ideas. You may wish to suggest some headings, if necessary, for example, 'fun', 'educational', 'adventurous'.
- 4. Can you think of any unusual possibilities?**  
These could be a repeat of other possibilities with adjustments or merging two previous possibilities together.

The children then pick one possibility and produce a plan for the day.

# Activity Six

## A Glossary of Financial Words

### Suggested Learning Intention

Children will:

- understand how to use descriptive language for a particular effect (Comm).

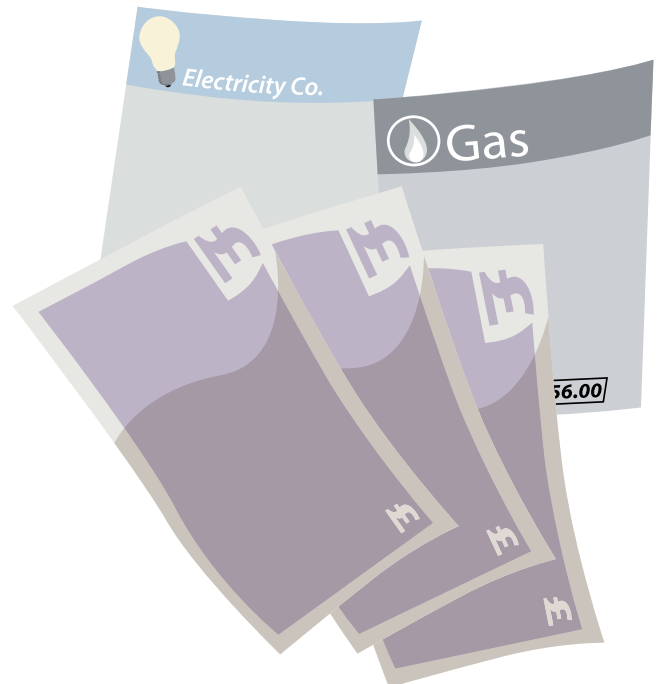


### Suggested Learning and Teaching Activities

Using **Think, Pair, Share\*** provide an opportunity for children to generate words and phrases related to financial education and money. In groups, invite children to think of ways of grouping these.

As a whole class activity, create a glossary of financial words for class display. This can be added to throughout the unit.

\* See Active learning and Teaching Methods for Key Stages 1 & 2



# SECTION 02



How Can We Help Ourselves  
and Others to Become More  
Financially Responsible?



# Activity Seven

## Managing Your Money

### Suggested Learning Intentions

Children will:

- understand the importance of money management (UMaths);
- be aware of what influences their views, feelings and behaviour; and
- investigate real life issues.



### Suggested Learning and Teaching Activities

Ask the children their views on the following statement:

*'Parents should only give children pocket money once a week, instead of every day, to stop spending on sweets and junk food on the way to and from school.'*

Explain to children that money management skills were ranked as the fifth most important area children should be taught about, coming behind English, Maths, science and languages. These are the results of a 2,424-people survey carried out by YouGov during March 2006.

Ask the class to recap on Activity 3 and how they spend their pocket money. Explain that their pocket money could be used in three ways:

- Sharing – church or charitable donations, birthday presents for family or friends.
- Spending – on toys, sweets, clothing items and entertainment.
- Saving – on average, 10 to 20% of pocket money is put away to save for something that costs more than the weekly allowance.

Divide the class into small discussion groups. Distribute the 'Money Dilemmas' sheet (Resource D). Allow each group to discuss the dilemmas and agree solutions.

# Activity Eight

## Money Saving Tips

### Suggested Learning Intentions

Children will:

- develop informed attitudes about saving money (UMaths); and
- be able to explain opinions (TSPC & Comm).



### Suggested Learning and Teaching Activities

Ask the class to talk about some ways in which money is wasted in school. Record each response separately on a flipchart page, aiming to record at least six of the children's responses.

For each response, ask the children to generate a possible action to help save money and record it on the relevant page.

Distribute three dots to each child in the class. Explain to the class that they will be using a **Dot Voting\*** strategy to select the ideas or options which they think are most important. When each child has made their selection, establish which are the most popular ideas/options are.

The children produce a leaflet with three recommendations on how to reduce the amount of money wasted in school. Ask the children to distribute these leaflets to other classes in the school.

\* See Active Learning and Teaching Methods for Key Stages 1 & 2



# Activity Nine

## Money Wise Campaign

### Suggested Learning Intentions

Children will:

- develop a responsibility for money and for the use of resources (UMaths);
- know how to work in different roles in a group and take responsibility for appropriate tasks (TSPC);
- be able to select the most appropriate methods for a particular task (Comm & TSPC); and
- use ICT to communicate and develop ideas (UICT).



### Suggested Learning and Teaching Activities

Explain to the class that they are going to design and run a 'Money Wise' campaign to tell people how they can save money by making better decisions and choices. The children will use a number of different methods to support the campaign:

- posters
- newspaper advertisement
- radio or TV advertisement
- presentation for younger children using PowerPoint or Slideshow

Arrange the class into four groups and give them the option to decide which group will do which task. Provide each with their relevant task card to explain what has to be done (see Resource E).

Ask the class to nominate three children to speak to the Principal about how the campaign can be run in school. Provide time for these children to prepare for and meet the Principal as well as time to provide feedback to the rest of the class. Discuss with the class which materials should be circulated in the community and how to do this.

## Extended Project

# Optional Activity A Money Diary

### Suggested Learning Intentions

Children will:

- be able to manage information (TSPC);
- collect, organise and present data and draw conclusions (UIC); and
- be able to use a spreadsheet to investigate and solve problems (UIC).

### Suggested Learning and Teaching Activities

Over the course of a week, the children keep a record of their spending in a money diary. Discuss what the categories of spending might be, for example:

- food
- clothes
- cinema
- games
- hobbies
- music
- presents
- donations

Ask the children, in pairs, to design their own data collection sheet. As a class, they discuss the pros and cons of each other's design and decide if they need to modify their own. The children can then devise their own money diary using ICT.

Ask the children to complete the money diaries for a week, to keep track of where the majority of their money goes. (This activity is only appropriate if most children get pocket money!) In the plenary, ask the children to identify ways in which they could save money.



## Optional Activity **Is Money Worth Saving?**

### Suggested Learning Intention

Children will:

- know how to share and take responsibility (TSPC).

### Suggested Learning and Teaching Activities

Based on the outcome of the money diaries, challenge children to think about whether they should care about saving money. Tell the class that they are going to take part in a debate. Split the children into two groups, one group must argue that it is important to save money, the other argues that it is not important to save money.

Children have five minutes to prepare their argument. Encourage them to demonstrate a variety of different perspectives that people may have on the issue of saving money.

To close the activity, ask children to join the group that shows their personal viewpoint on saving money.

## Class Display Opportunity **Money Promises**

### Suggested Learning Intention

Children will:

- know how to take action to address a problem.

### Suggested Learning and Teaching Activities

Encourage children to see that when we work together on some simple changes, we can make a big difference when it comes to money waste. Distribute a number of copies of the 'Money Promise' sheet (Resource F) to each pupil and ask them to write a 'money promise' inside the coin outline. This promise will show how the child intends to cut down on wasting money. Display the money promises around the classroom.

Ask the children to adapt the money promises into money saving signs for distribution to local businesses, the community centre, the youth club etc.



# SECTION 03



How Can We Learn  
More About Money?



# Activity Ten

## Home or Away - Comparing Prices

### Suggested Learning Intentions

Children will:

- consider their own culture and compare with others;
- compare shopping experiences and the cost of shopping with other countries (UMaths);
- be able to manage information (TSPC); and
- use ICT to research, select and use information (UICT).



### Suggested Learning and Teaching Activities

Ask the children to discuss how shopping trips in Northern Ireland compare to other countries. Invite the children to work in groups and use an **Ideas Funnel\*** method to generate suggestions. Ask one presenter from each group to present their findings.

Explain to the children that they are going to compare prices in Northern Ireland with prices in France.

In pairs, children think about what their family buys in a supermarket. Use the table on 'Home and Away - Comparing Prices' sheet (Resource G) to record 20 items that their families buy. They can then access the price of these products on supermarket websites or in supermarket leaflets or brochures collected from home.

Ask the children to find out how much these items would cost if they bought them in France i.e. in Euros. Use up to date exchange rates and calculators to carry out this activity.

*If the rate is £1 = €1.30, multiply the cost in pounds by 1.30 to get the cost in Euros. For example, 65p:  $0.65 \times 1.30 = 85$  cents.*

Now compare these estimates with the actual cost of similar products in France. These can be accessed through websites such as [www.ooshop.com](http://www.ooshop.com) or [www.auchandirect.fr/frontoffice](http://www.auchandirect.fr/frontoffice). Ask the children to interpret their comparison of prices and decide which country is cheaper to live in.

You could extend this activity to other currencies/countries if appropriate.

\* See Active Learning and Teaching Methods for Key Stage 1 & 2.

# Activity Eleven

## Comparing Prices in the Past

### Suggested Learning Intentions

Children will:

- be able to manage information (TSPC);
- compare the price of different things now and in the past;
- begin to understand why prices change over time; and
- be able to use ICT to access information (UICIT).



### Suggested Learning and Teaching Activities

Discuss the price of things today with their class. Have they noticed the cost of sweets/toys/hobbies getting cheaper or more expensive? Do their parents/grandparents complain about the price of things? Do they talk about the 'good old days' when they would get change from a pound after buying a bottle of pop, a bag of crisps and a bus ticket into town? Although prices were lower in the past, people were paid much less. What does this mean in real terms?

Explain to the class that the term for the rising cost of products and services is called 'inflation'. Inflation needs to be controlled so we have a good idea that what our money can buy today, it will also buy next week, next year and the year after. Inflation in this country is controlled by the Bank of England.

Distribute the 'Prices in 1977' table (Resource H) and ask the pupils to complete the Price Comparison exercise. They can access information about today's prices by using local supermarket websites. As a follow up activity they could take the completed resource home and ask grandparents/parents if they can add to the list.



# Activity Twelve

## Money Makes the World Go Around

### Suggested Learning Intentions

Children will:

- understand the need for money and a currency;
- be aware of the problems associated with bartering in early times; and
- be able to classify and compare information (TSPC).



### Suggested Learning and Teaching Activities

Use the 'Think, Pair, Share' approach to get children to think about why we need money. Take feedback from the pairs and discuss as a whole class.

Explain to the class that they are going to find out a lot of information about: -

- Why we need money?
- How money works?
- Why a currency is needed?

Split the class into three groups and give each group one of the questions above to research. Distribute the relevant cards from Resource I to each group. Each group uses an 'Each One Teach One' approach to share knowledge among the group members. You may need to explain terms such as **goods, services, currency** and **bartering** before the children complete the activity.

The groups discuss and gather together the key points from the information and then report back to the rest of the class. The groups could then create an information sheet to display in the classroom.

Give each group a copy of 'What are the Problems of Bartering' sheet (Resource J) and ask them to cut out the problems of bartering and rank them in order. Discuss the concept of bartering and the need for a standard measure of value i.e. a **currency** recognised by all.

# Activity Thirteen

## A First Step Towards Currency

### Suggested Learning Intentions

Children will:

- know how the history of coins helps us to understand how money works today;
- be able to use methods for collating and recording information (TSPC); and
- be able to examine evidence and make links between different periods of time in the past.



### Suggested Learning and Teaching Activities

In this activity, the children research the following questions:

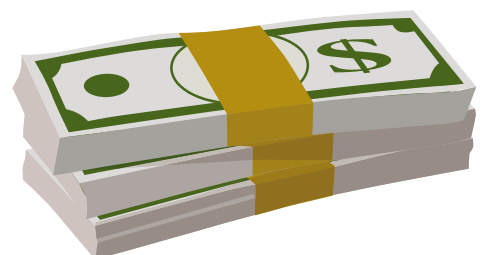
- What happened before money was invented?
- Why were coins invented?
- Why were notes invented?

To start, children recap on the reasons why bartering in early times was a problem (see Resource J).

Divide the class into three groups and ask each one to research one of the questions above. The groups read through Resource K and highlight the parts they consider to be the key information. This key information could be presented on a single A3 sheet. After adequate research time, children use the **Just a Minute\*** approach to present their findings to the rest of the class.

As an extension activity, children create a **Mind Map\*** to bring together and structure all the information they have gathered.

\* See Active Learning and Teaching Methods for Key Stages 1 & 2



# Activity Fourteen

## Comparing Currencies

### Suggested Learning Intentions

Children will:

- be able to compare and contrast different currencies (TSPC);
- know how to make simple conversions from pounds into foreign currency (UMaths); and
- know about other forms of money.



### Suggested Learning and Teaching Activities

Ask the children to think about how they spend their money on holiday. The children '**think, pair, share**' a list of different currencies and the countries that use them.

Divide the class into groups and if possible show the children notes and coins from a number of different currencies. They discuss what characteristics they have in common and what makes them different using an **Ideas Funnel\***. The groups share their ideas with the rest of the class.

Show the children the exchange rates for different currencies (use relatively simple rates) and recap the calculations made in Activity 10. The children work together to find out how much they would get for £10, £5, and £20 in these different currencies.

As a whole class, discuss the different exchange rates using the following questions:

- Which currency is the easiest to convert?
- How could you use a calculator to help you?
- Where can you get foreign currency?
- Where could you find information about exchange rates?

The children add any new vocabulary to their glossary of financial words.

\* See Active Learning and Teaching Methods for Key Stages 1 & 2

# Optional Activity

## Design Your Own Banknote

### Suggested Learning Intentions

Children will:

- know about the special features of a banknote;
- use observational skills to describe a banknote (Comm); and
- be able to design and create their own banknote.

### Suggested Learning and Teaching Activities

Children, in pairs, sit 'back-to back'. One has a bank note which they must describe to the other who must draw what is being described on a piece of paper (see **Back-to-back\*** strategy).

Ask the children, in pairs, to think about how a bank note is different to a piece of paper with a number on it.

Explain to the children that the Bank of England has made the design of banknotes so complicated that they are difficult to copy. These security features give us the confidence to know that our money will be accepted anywhere in the UK as payment. These design features mean the number of counterfeits is very small.

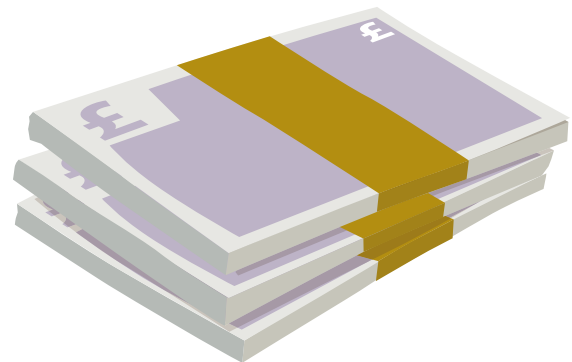
Ask the children to check the banknotes for the following features:

- type of paper
- raised print
- watermark
- metallic thread
- quality of the printing (colours are clear, lines are sharp)
- foil hologram
- micro-lettering (they will need a magnifying glass to see it)
- fluorescent feature (shopkeepers use a box containing and ultra-violet light to see this)

The children design and create their own banknote. Ask them to consider the following questions when making their design:

1. How will you make your note difficult to copy
2. What images will you put on it to remind people of the things we can be proud of?
3. What type of materials will you use?
4. Will you use ICT?

\* See Active Learning and Teaching Methods for Key Stages 1 & 2



## Opportunities for Further Learning

- Discuss the importance of having school uniforms. Compare the costs of having a school uniform with having no school uniform.
- Design a playground and cost it on a budget.
- Organise a charity event and keep a record of all the money raised.
- Compare two shopping receipts and discuss the savings that could be made.
- Organise a school picnic on a budget.
- Write and perform poems or raps to help people save money.
- Write a letter to a friend explaining how they can be more financially responsible.
- Use ICT to research how money was used in the past and discuss how finances affect their lives. The following websites can help: [www.bankofengland.co.uk](http://www.bankofengland.co.uk) or [www.britishmuseum.ac.uk](http://www.britishmuseum.ac.uk)
- Write a description of your pocket money, what you spend it on and how you can save.
- Write and take part in a drama or role-play based on the bartering system.
- Plan a school trip which costs nothing.
- Compare the cost of a healthy school lunch with an unhealthy school lunch (see p19, **Talk Money, Talk Solutions**, Learning and Teaching Scotland).



# Resources

# Resource A

## Money and Me

Name:		Date:	
My Pocket Money	What do I do to earn my pocket money?	What do I spend my money on?	
Where do my parents get their money from?		What do my parents have to spend their money on?	
Should I get pocket money?		Should I get more pocket money?	



# Resource C

## Generating Possibilities

PURPOSE What are these possibilities?					
↓					
POSSIBILITIES					
↓					
KINDS OF POSSIBILITIES					
↓					
UNUSUAL POSSIBILITIES					

# Resource D

## Money Dilemmas

Cut up the eight situations on this worksheet and distribute one to each group. The groups discuss the dilemmas and agree solutions.

### **Situation 1**

You lend part of your pocket money to a friend. Your friend promises to pay you back tomorrow, but doesn't. It's been a week now, and you need the money. What do you do?

### **Situation 2**

You lend money to a friend. Your friend repays you the borrowed money. A week later, the friend repays you a second time. What do you do?

### **Situation 3**

You and your best friend go to the movies. Your friend wants to buy popcorn but doesn't have enough money. You have some extra money in you pocket. What do you do and why?

### **Situation 4**

Walking home from school, you find a wallet with £200 in it. The owner's details are in the wallet. What do you do?

### **Situation 5**

You find a purse with £100 in it, but there are no details of the owner. What do you do?

### **Situation 6**

You go to the movies with your friend. The price for children aged 10 and under is half price. You've just had your 11th birthday. The ticket seller thinks you are under 10. What do you do?

### **Situation 7**

You put your pocket money in your coat pocket. That evening, you discover that the money is missing. You have lost it. What do you do?

### **Situation 8**

Your mother asks you to go to the shop to buy two things she needs for supper. She gives you a £10 note. When you get home you have £3.80 in change. What do you do?

# Resource E

## 'Money Wise' Campaign Task Cards

### Task 1: Poster Campaign

Your task is to produce a poster which will encourage people to save money. Your poster should try to create:

#### **A – for Attention**

It should be eye catching. The use of colours/graphics is important.

#### **I – for Interest**

It should be interesting to look at and read quickly.

#### **D – for Desire**

It should make the people who read it want to save money.

#### **A – for Action**

It should encourage the people who read it to make changes to the way they use money.

### **Poster Design**

When you design a poster, remember to:

- give all the information that is needed;
- use pictures and different colours; and
- try to arrange things in a bright and eye-catching way.

Here is the information that should be on the poster:

- the name of the campaign;
- why people should save money;
- what people can do to save money; and
- where to get more information.

### **Poster Presentation**

When you have planned, drawn and coloured your poster you will have to present it to the rest of the class. Try to involve all of your group in the presentation.

Here are some helpful tips:

- Before showing the poster, introduce your work in a lively way.
- Say what your ideas were when planning the poster.
- Display your poster and point out to the class the ways in which it creates:
  - Attention
  - Interest
  - Desire
  - Action

Also explain how it gets across the 'save money' message.

# Resource E

## 'Money Wise' Campaign Task Cards

### Task 2: Newspaper Advertisement

Your task is to produce a full page (A3) newspaper/magazine advertisement for the 'Money Wise' campaign. Your advertisement should try to create:

#### **A – for Attention**

It should grab people's attention when they are reading the newspaper/ magazine.

#### **I – for Interest**

It should be interesting to look at and read quickly.

#### **D – for Desire**

It should stimulate readers to want to save money.

#### **A – for Action**

It should inform readers how they can save money.

### **Newspaper Advertisement Design**

Your advert should:

- grab people's attention when they are reading the newspaper;
- be interesting to look at and to read;
- encourage people to want to save money; and
- tell people how to save money.

### **Newspaper Advertisement Presentation**

When you have finished your advert, you will have to present it to the rest of the class. Try to use all of your group in the presentation.

Here are some helpful tips:

- Introduce the advert in a lively way;
- Tell the class why you think it will make people save money.

# Resource E

## 'Money Wise' Campaign Task Cards

### Task 3: Radio or TV Advertisement

#### Radio Advertisement

Your task is to produce a 30 second radio advertisement for the 'Money Wise' campaign. Your advertisement should try to create:

#### **A – for Attention**

It should make listeners sit up and listen.

#### **I – for Interest**

It should create interest in what is said and how it is said.

#### **D – for Desire**

It should stimulate listeners to want to save money.

#### **A – for Action**

It should tell listeners how to save money.

#### Radio/TV Advertisement Design

Remember to include:

- the name of the campaign;
- information about why we need to save money; and
- how we can save money;

The advert should make listeners sit up and pay attention and be interested in what you are saying. You may use sound effects or a jingle to enhance the advertisement.

#### Radio/TV Advertisement Presentation

When you have planned your advert, you will present it to the rest of the class. Try to involve all of your group in the presentation.

# Resource E

## 'Money Wise' Campaign Task Cards

### Task 4: PowerPoint Presentation

Your task is to produce a short PowerPoint presentation for other classes about the 'Money Wise' campaign. Your PowerPoint should try to create:

#### **A – for Attention**

It should make audiences sit up and listen.

#### **I – for Interest**

It should create interest in what is said and how it is said.

#### **D – for Desire**

It should stimulate the audience to want to save money.

#### **A – for Action**

It should tell the audience how to save money.

#### **PowerPoint Design**

Remember to include:

- the name of the campaign;
- information about why we need to save money;
- how we can save money; and
- a small amount of information on each slide.

The PowerPoint should make listeners sit up and pay attention and be interested in what you are saying. You may use graphics and sound effects to highlight some of your key points.

#### **PowerPoint Presentation**

When you have planned what you are going to say with each slide you will present it to the rest of the class. Try to involve all of your group in the presentation.

Helpful tips:-

- Use the notes feature on PowerPoint to help you remember what to say; and
- The Design feature in PowerPoint will help you make your slides more interesting.

Resource F  
**Money Promise**





# Resource H

## Prices in 1977

Product	1903	1911	1917	1927	1937	1947	1957	1967	1977	1987	1997
Butter 1lb (best English) £ value	1s4d £2.98	1s5d £2.98	2s1d £2.57	1s9d £2.31	1s3d £1.67	1s4d £1.95	2s3d £1.43	3s6d £1.78	55p £1.85	£1.04* £1.64	£1.68*
Cheese 1lb (Mature English Cheddar) £ value	10d £1.83	10d £1.68	1s4d £1.59	1s4d £1.54	1s2d £1.67	1s11d £1.98	3s0d £1.95	4s0d £2.04	70p £2.35	£1.72 £2.61	£2.67
Tea 1/4lb or 125g (Sainsbury's Red label) £ value	3¾d 69p	4½d 84p	8d 86p	6½d 77p	5d 56p	8½d 73p	1s4d 85p	1s5d 71p	16p 54p	37p* 56p	46p*
Bacon 1lb (Wiltshire smoked back) £ value	11d £2.06	11d £1.90	2s3d £2.69	1s6d £1.92	1s6d £2.09	2s0d £2.09	3s0d £1.95	5s4d £2.70	£1.08 £3.63	£1.75 £2.66	£2.19
Eggs dozen (Large English) £ value	1s3d 2.75	1s6d £3.16	2s3d £2.69	1s6d £1.92	2s6d £3.48	1s9d £1.88	3s0d £1.95	4s6d £2.30	57p £1.98	£1.13 £1.72	£1.65
* Metric pack sizes											

1. Use the Internet or brochures to find out the prices of the goods below today.
2. Use the table above to find out what the prices were in 1977.
3. Work out the difference in price today and the price in 1977 and record this on the table.

Item	Price today £	Price in 1977 £	Difference in price £
Butter 1lb			
Cheese 1 lb			
Tea 125g			
Bacon 1 lb			
Eggs dozen			
Loaf			
Apples ½ dozen			

# Resource 1

<p><b>Why do we need money?</b></p> <p>We need money because it is a way of paying for things.</p>	<p><b>Why do we need money?</b></p> <p>We need money to buy the things we want or need.</p>
<p><b>Why do we need money?</b></p> <p>Our parents get paid and use that money to pay for goods and services.</p>	<p><b>Why do we need money?</b></p> <p>Goods include food and clothes. Services include haircuts and repairs.</p>
<p><b>Why do we need money?</b></p> <p>Money is a useful way of storing what we have. It doesn't grow old, get out of date or rust.</p>	<p><b>Why do we need money?</b></p> <p>Money is a way of measuring value.</p>
<p><b>Why do we need money?</b></p> <p>Without an agreed way of measuring what things are worth, we would all be in a bit of a mess. Nobody would agree on what things are worth.</p>	<p><b>Why do we need money?</b></p> <p>Money helps us to compare prices. We know that a bus ticket or two bars of chocolate are worth about a pound.</p>

## Resource I *continued*

<p><b>How does money work?</b></p> <p>Money is a type of currency.</p>	<p><b>How does money work?</b></p> <p>We give coins and notes in exchange for goods and services.</p>
<p><b>How does money work?</b></p> <p>9000 years ago Neolithic Times (new Stone Age) discovered farming and began to trade. They could 'sell' the food they didn't need in order to 'buy' other things. For example, if they had a cow and needed wheat they could exchange the cow for wheat.</p>	<p><b>How does money work?</b></p> <p>The reasons we can all use money is because we all agree and trust that it has value. We all agree that it is worth the amount written on it. We trust the fact that a £5 note is worth £5.</p>
<p><b>Why is currency needed?</b></p> <p>Anything could be used as a currency as long as people agreed to it.</p>	<p><b>Why is currency needed?</b></p> <p>The first system of exchange was called bartering.</p>
<p><b>Why is currency needed?</b></p> <p>There where many problems with bartering so the idea of currency came about.</p>	<p><b>Why is currency needed?</b></p> <p>Bartering happened for many years and is similar to swapping.</p>

## Resource J

# What are the Problems of Bartering?

Cut these statements out and put them in order of most important to least important.

Many 'goods' grew old or rotted and didn't keep their value.

It was difficult to compare the price of one good against all other goods.  
The possibilities are endless.

You had to find a way of making up the differences in amounts.  
If the two things didn't have the same value, it wasn't easy to barter.

The goods weren't easy to carry.

You needed to find someone who wanted what you had and  
had what you wanted.

# Resource K

## The Story of Money

### What Happened Before Money Was Invented?

In many societies, before money was invented, people bartered to get things that they needed. For example, someone with a chicken could barter the chicken's eggs for an amount of grain from a farmer. Or one farmer could borrow another's horse for a day, in exchange for helping him with his harvest.

However, bartering wasn't always easy. First, you had to find someone who had what you wanted and also wanted what you had to barter. You also had to agree on the value of what you wanted to barter (for example, how many eggs were equal to one sack of wheat). The items for bartering might not always be easy to carry around, this made it difficult to barter with people from different towns. You also had to barter many goods quickly as they tended to go off over time.

Coins and notes solved many of the problems of bartering.

### Why Were Coins Invented?

The first coins were made in around 700 BC. The Chinese started to make simple round metal coins with a square hole in the middle (so that many coins could be tied together on a string). The ancient Lydians (in modern day Turkey) made coins out of a mixture of gold and silver and stamped them with a design. This type of coinage was soon being used by many people around the Mediterranean sea, including the Greeks and later the Romans.

Coins were useful for many reasons. They were easy to carry around and they lasted a long time. People trusted trading in coins because they had an agreed value. There were coins for different amounts and you could give people change. This meant that people could use them to compare prices and work out what things were worth.

## Why Were Notes Invented?

Coins were not always very convenient to use. If you wanted to buy something very expensive, you needed a large amount of coins and that was heavy to carry around and made you an easy target for robbers. To make coins you needed to have lots of precious metals. This meant that coins were expensive to make and if you ran out of the metal, there would be a shortage of coins. Paper money was much easier to transport and cheaper to produce.

The first type of paper note was invented by the Chinese in 118 BC. They couldn't find enough copper to make the coins they needed so they used a 30cm piece of deerskin to stand for 40,000 units of 'cash' (a number of coins).

Paper money wasn't used in Europe until nearly one hundred years later. The first European notes were issued by goldsmiths in the 16th century AD. You could leave your gold coins with a goldsmith to keep them safe and he would give you a receipt for the amount. People started using the receipts to pay for other things. They knew that if they took the receipt to the goldsmith, he would give back the gold coins. The banknotes we use today developed from these receipts.

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