



1. Earn, Save, Spend, Donate

Learning Objectives

To:

- introduce students to the key Cha Ching concepts (Earn, Save, Spend, Donate)
- demonstrate how money flows around the economy

Learning Outcomes

By the end of this lesson students will:

- understand that they have choices which they can make about their money
- learn when and how to make choices to reach their goals

Links to pfeg Financial Education Planning Framework 3-11 years

Age 7-9

Becoming a critical consumer

Choices about spending and saving
Spending and saving priorities

Understanding the important role money plays in our lives

Earning money
Role of charities

Age 9-11

Becoming a critical consumer

Influences on spending and saving

Managing risks and emotions associated with money

Borrowing and saving

Understanding the important role money plays in our lives

Links between work and money
Wider and global communities

Vocabulary

- earning
- saving
- spending
- donating
- cash
- money cycle

TIMING

STARTER ACTIVITY

RESOURCES

10 MINS

Watch the video and pose the following questions:

- a) What happened concerning money in the video?
(The band earned money, then they decided how to use it)
- b) Where did the money physically come from
(Printing press/Mint)
- c) What uses was the money put to? (Various examples – all aiming to fulfil a (simple) goal)

Ensure through this that the four key concepts are understood and remembered. Use flashcards to reinforce learning.

Video: Earn, Save, Spend, Donate

Flashcards



Tasks

- Draw a picture of a desirable purchase
- Perform a set of physical activities (e.g. star jumps)
- Sing a verse of a song
- Read a short poem aloud
- Recite a multiplication table

TIMING

MAIN ACTIVITIES

RESOURCES

10 MINS

- 1) Use band profiles to decide to which category (Earner, Saver, Spender, Donator) each character belongs. This might be done with small groups of students investigating one character each and reporting back, or by each group looking at every character.

Band profiles

20 MINS

- 2) Create four money earning stations and divide the class into four teams. As a team, students have to complete the station's **task** in order to earn money. Students move from station to station earning money as they go. Remuneration levels for full or partial completion can be set, and bonuses or penalties awarded. With more able students the notion of tax might be introduced by taking back a percentage of income.

Play money (schools own)

"Save, Spend, Donate" poster

10 MINS

- 3) Let each group calculate its earnings. Give each group a "Save, Spend, Donate" poster and let them make choices about what to do with the money. They can then physically divide up their earnings to show these choices.

"Save, Spend, Donate" poster

PLENARY

10 MINS

Share group choices with the whole class and invite discussion. Reuse flashcards to reinforce learning

EXTENSION WORK WITH PARENT /CARER ENGAGEMENT

Students keep a money flow diary for a week showing how and when they have used money. They write down any earnings from pocket money/chores etc. and record any saving, spending, donating decisions which are made.

More able students might be encouraged to record parents/guardians money flow decisions as well as their own.

Do ensure that parents/guardians will be prepared to do this before setting it as a task.

Money flow diary