



2. It's Got To Be Earned

Learning Objectives

To:

- demonstrate the importance of earning money as part of a successful future
- gain a better understanding of how earning forms the basis of income

Learning Outcomes

By the end of this lesson students will:

- have considered how and why we earn money
- have identified some key skills/talents which might be developed in the future

Vocabulary

- earning
- employment
- wages
- salary
- skills
- goals

Links to pfeg Financial Education Planning Framework 3-11 years

Age 7-9

Understanding the important role money plays in our lives
Earning money

Age 9-11

Understanding the important role money plays in our lives
Links between work and money

TIMING

STARTER ACTIVITY

RESOURCES

10 MINS

Start by asking how we usually get the things which we need and the things which we want (we buy them) and generally where the money comes from to do this (it might be through gifts or presents but generally we work to earn money to allow us to buy them).

Watch the video – as there is a lot to take in it might help to watch it through twice.

Video: It's Got To Be Earned



TIMING

MAIN ACTIVITIES

RESOURCES

15 MINS

- 1) In small groups create a mind map:
 - a) what main item does Zul want (model car) and how does he get the money to pay for it? (sells apples from his fruit tree);
 - b) Name four other things which Zul realises have to be paid for (e.g. toiletries, food, furniture, bills, ipod, birthday celebrations, house, petrol, telephone) and how this is achieved (his parents work to get money to pay for things);
 - c) What other things can students think of which a family might have to pay for? (This is open ended) Encourage students to think about the things they must have (needs) and the things they would like to have (wants). Agree a definition of needs and wants with the class.

20 MINS

- 2) Concentrate on the second half of the video in which Zul comes up with a plan. Ask what ideas he thinks about for his future before coming up with the apple selling idea (racing driver, pilot, ice cream taster, maths teacher). What makes him think of these ideas? (they are things he thinks he is or will be good at and for which he already has some **interest/skills**). Students complete the "My Skills My Future" sheet.

My Skills My Future

10 MINS

- 3) Have a brief discussion about the items that have been drawn in the boxes showing what the earned money might be spent on. Reinforce the distinction between needs and wants highlighting that an individual's circumstances and the context in which they operate may make a difference (e.g. owning a mobile phone may be a priority for some students but not for others and may be completely pointless in a situation where there is no reception).

Interest/Skills

Try inviting adults (students' family, governors, members of the local community) into class to talk to students about the jobs they do. This is a really effective way of illustrating how interests and skills can be developed and used to facilitate many different career paths

PLENARY

5 MINS

- Invent a newspaper headline from the future which shows the student having achieved something amazing.

EXTENSION WORK WITH PARENT /CARER ENGAGEMENT

Students carry out some research about how the adults they know earn their money. Get students to find out the skills they had when younger which they were able to develop in order to earn money.

Consider the personal circumstances of all students in your class before setting this task and amend or scaffold accordingly.