



Info

This unit of work revisits and revises concepts first encountered in previous units.

10. When You Get Money

Learning Objectives

To:

- recap the main Cha Ching concepts (Earn, Save, Spend, Donate)
- reinforce the notion of carefully considered money management and planning

Learning Outcomes

By the end of this lesson students will:

- have re-examined the main Cha Ching concepts (Earn, Save, Spend, Donate)
- have further considered how income might be distributed as outgoings

Links to pfeg Financial Education Planning Framework 3-11 years

Vocabulary

- earn
- spend
- save
- donate
- target
- goal
- choice
- decision

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

TIMING

10 MINS

STARTER ACTIVITY

Watch the video and raise the following key questions:

- a) what is earning? (Money coming in that has been worked for)
- b) what is spending? (Using money to buy things with)
- c) what is saving? (Putting money to one side for later use)
- d) what is donating? (Giving to help others)

Use flashcards (Resource 01.1) to help reinforce learning

RESOURCES

Video: When You Get Money

Flash cards



Tasks

If an easier version of the game is required just use one character piece and ignore the rules about going back spaces/starting again and the bonus payments

TIMING

45 MINS

MAIN ACTIVITIES

- 1) Use the Cha Ching board game (Resource 10.1) to reinforce the key concepts of Earn, Spend, Save, Donate
- 2) Explain and display the rules (Resource 10.2) dealing with any practical questions (allow 10 mins for this).
- 3) A trial go may be helpful before starting properly – let students play a trial run for 5 mins
- 4) Allow groups to play through **the game** at least once – there will probably be time for at least a couple of rounds (allow 30 mins for this)

RESOURCES

Board Game

Board Game Cards

PLENARY

5 MINS

Take questions from students about anything which has arisen as a result of playing the game.

EXTENSION WORK WITH PARENT /CARER ENGAGEMENT

Students will need to make choices about money won in a competition and how they distribute it between spending, saving and donating. Parents/carers can talk to students about their own money choices and the reasons behind those choices.