



## 15. So Yesterday

### Learning Objectives

To:

- examine the effect of a craze on personal finance
- consider aspects of peer pressure on spending

### Learning Outcomes

By the end of this lesson students will:

- have considered the effect which crazes may have on their spending
- have thought about how they might resist peer pressure

### Vocabulary

- craze
- trend
- peer pressure
- advertising
- value

### 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

#### Age 9-11

##### Becoming a critical consumer

Influences on spending and saving  
"Value for money"

### TIMING

### STARTER ACTIVITY

### RESOURCES

10 MINS

Using Crazes show students the 10 pictures and ask them to identify as many as possible. Then ask them what links all ten together (They were past "crazes" where children all wanted a particular thing at the same time)

Crazes



## TIMING

## MAIN ACTIVITIES

## RESOURCES

10 MINS

- 1) Show the video and raise the following questions:
  - a) What crazes are shown in the video? (Card game, bat and ball, swingball, kiteboard, cuddly kitty, armbands, socks, mobile phone upgrades, digital pet, quad bikes)
  - b) How do the band members get persuaded to follow the trends? (They see their friends doing something and want to do it too so that they feel included)
  - c) What is the financial result of following all these crazes? (A lot of money is spent on them)
  - d) What lesson does Bobby learn from the rest of the band? (Following your own goals and using your talents can be far more rewarding than doing what others do)

Video: So Yesterday

15 MINS

- 2) Read through Resource Stikeez which describes a recent craze among young people. Get the students to answer the questions and work out the amounts involved – the last question can be used to stimulate an open ended discussion.

Stikeez

15 MINS

- 3) Read through Tulip Mania which tells the story of tulip mania and which shows how adults can get just as wound up in crazes as children. Ask students to think about and **use circle time to discuss** modern day equivalents (most likely to be tech oriented such as having the latest smart phone, computer game or other piece of tech, e.g. self-balancing scooters).

Story board

## Tasks

- Encourage students to think about how a craze starts, how it grows and how we might best resist getting involved in such crazes.
- Consider how peer pressure provides impetus
- What part does the media and the Internet have to play in all this?

## Suggested Answer

Bobby learns about what a craze is. He wants to hang out with friends so follows one craze after another, spends all his money and can't catch up anymore. Finally he realises he doesn't really like following crazes. He understands that he should be himself, doing what he truly enjoys).

## PLENARY

10 MINS

- Watch the video through once more. In pairs write a short (50 word maximum) "blurb" to go with the video saying what it is about and the lesson that can be learned from it.

## EXTENSION WORK WITH PARENT /CARER ENGAGEMENT

Write a short story, comic strip or playscript about a child who gets caught up in a craze.

In the story explain how the craze affects the person's friendships with other people and their money management.

Parent/carer might talk to student about crazes that were current when they were younger.