

My Money Competition 2011

Primary lesson plans

Curriculum links

The lesson plans support the curriculum in art and design, PSHE education and history as follows:

Art and design

Exploring and developing ideas

1b: Ask and answer questions about the starting points for their work and develop their ideas. (Key Stage 1)

Investigating and making art, craft and design

2c: Represent observations, ideas and feelings, and design and make images and artefacts. (Key Stage 1)

2c: Use a variety of methods and approaches to communicate observations, ideas and feelings and to make images and artefacts. (Key Stage 2)

PSHE education

Developing confidence and responsibility and making the most of their abilities

1i: To realise that money comes from different sources and can be used for different purposes. (Key Stage 1)

1f: To look after their money and realise that future wants and needs may be met through saving. (Key Stage 2)

Preparing to play an active role as citizens

2a: To take part in discussions with one other person and the whole class. (Key Stage 1)

2e: To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.

2j: That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. (Key Stage 2)

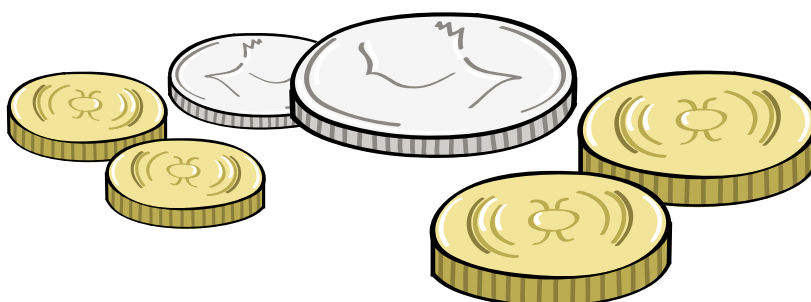
History

Historical enquiry

4a: How to find out about the past from a range of sources of information (for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources). (Key Stage 1)

4b: To ask and answer questions about the past. (Key Stage 1)

4b: To ask and answer questions, and to select and record information relevant to the focus of the enquiry. (Key Stage 2)



My Money Competition 2011

Primary lesson plans - ages 5–7

Lesson 1

Learning objectives

- To understand what money is used for
- To consider needs and wants in the future
- To 'future gaze' and think about what money will be like in the future
- To enjoy making a creative competition entry

Learning outcomes

All pupils will:

- think about ways they use money
- think about what they will use money for in the future
- consider how the world will be different in 2021.

Most pupils will also:

- discuss technological change and possible changes in society in the future
- identify how money might change in years to come.

Some pupils will also:

- understand that money is constantly evolving.

Time

One hour per lesson.

Resources

Essential:

- Coins, £5 or £10 notes, chequebook, debit or credit card.
- Paper and drawing materials to complete the activity sheets.

Introduction (whole class) – 15 minutes

Write the word money on the board and ask pupils what money looks like.

Bring in a collection of coins and banknotes to show the class. Let them handle the coins and talk briefly about what is on them, how much they're worth and when we use coins. Show a £5 or £10 note and ask when we use them and why we have paper money. Ask if there are any other ways to pay for things. Show the chequebook and debit/credit card and then explain how they are used.



My Money Competition 2011

Primary lesson plans - ages 5–7

Lesson 1 cont.

Main activity subdivided as follows:

Class activity – 15 mins

Explain that money has not always looked like this. In the past, people used all sorts of things for money. Pupils can act out in mime some of the changing ways that money has been used over the centuries (it will be helpful to show examples of each item if possible):

- Pre-money: pretend to barter by swapping items with a partner, e.g. a loaf of bread and some eggs.
- Early money: use objects such as shells to represent money, e.g. mime buying a hat with shells.
- Coins: use coins to buy goods, e.g. a broom.
- Paper money: use banknotes for shopping in a modern store, e.g. to buy a TV.
- Cheques: write a cheque to buy an expensive item such as a bike.
- Plastic cards: use chip and PIN to pay for things in a supermarket.
- Do some imaginary online shopping.

Individual activity – 25 minutes

Ask pupils what things they buy when they have money to spend. Then ask what their parents or carers like to buy when they have money. What things do adults need to buy? Keep this brief.

Fold a piece of A4 paper and on one half write 'Things I spend money on'. On the other half write 'Things grown-ups spend money on'. Pupils then draw and label examples of each. If they don't receive money themselves they can think what they would like to buy, given a small amount. Teachers can add suggestions of everyday items he/she has bought recently.

Plenary – 5 mins

Allow some pupils to show their drawings and explain what they show. Ask why money is important and why we'll need it in the future. Finish by saying that money has changed since the past and it will change again in the future, but it's still needed.

Extension ideas

Homework:

Pupils can ask parents or grandparents or other friends and family members about how money has changed in their lifetime (in appearance and design and ways of paying for things). They can then ask how the person thinks money will look in the future.



My Money Competition 2011

Primary lesson plans - ages 5–7

Lesson 2

Learning objectives

- To understand what money is used for
- To consider needs and wants in the future
- To 'future gaze' and think about what money will be like in the future
- To enjoy making a creative competition entry

Learning outcomes

All pupils will:

- think about ways they use money
- think about what they will use money for in the future
- consider how the world will be different in 2021.

Most pupils will also:

- discuss technological change and possible changes in society in the future
- identify how money might change in years to come.

Some pupils will also:

- understand that money is constantly evolving.

Time

One hour per lesson.

Resources

Coins, old clothes and photos of everyday items from the decade of the teacher's childhood.

Introduction (whole class) – 5 minutes

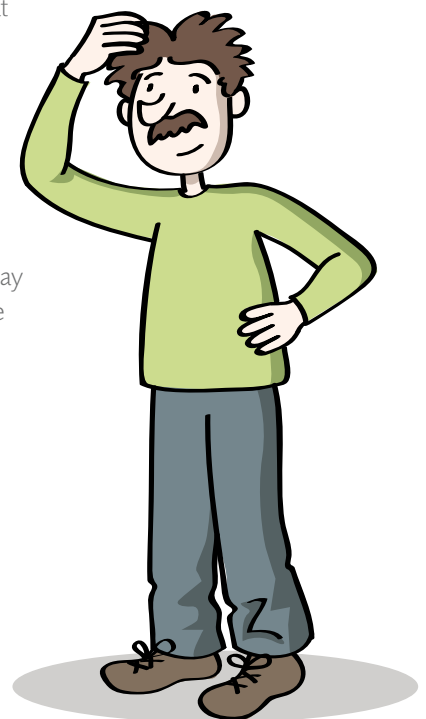
Show the class items and photographs from the era of the teacher's childhood. These might include old toys, old clothes or photos of these items and things like cars, furniture, food and fashion. Explain that things change over time and in the future they will change again. What stays the same is that money is needed to buy things.

If the pupils took part in the extension activity in lesson one, ask them to talk about what their families said about how money has changed in appearance and design.

Main activity subdivided as follows:

Class activity – 15 mins

Write the year 2021 on the board and explain that this is 10 years in the future. Pupils will then be 15, 16 or 17 years old. Briefly discuss what they might be doing on a typical Saturday in 2021. What will they spend money on? What will their money look like? Or, will there be an alternative to money?



My Money Competition 2011

Primary lesson plans - ages 5–7

Lesson 2 cont.

Ask pupils to gaze into the future and think how the world will be different.

Encourage pupils to come up with the most imaginative ideas about:

- What will clothes be like in 2021?
- How will food be different?
- How will transport change?
- What will houses be like?
- What will money be like? Will we still have money?
- What new things will there be?



Encourage the pupils' imaginations by showing them other people's visions of the future from books or from pictures on the internet. Some useful links might be as follows:

Back to the future (1989): www.youtube.com/watch?v=UsMr0Rqk6tU (from 2 minutes 30 seconds, only needed for one minute or so.). This was a view of the future having hover-boards to transport people around. It also features a flying car as a time machine. Could this still happen? What do pupils think transport will be like in the future?

WALL-E: www.youtube.com/watch?v=u9s7af0YI-M. What if people lived like this? How would our needs/wants change? No need for cars. Robots would mean no cleaning. Ask pupils what else would be different.

Reading relevant passages from **The Time Machine by H G Wells** might also be a good way to fire up the pupils' imaginations.

Can pupils suggest any other films, TV shows or books set in the future? How is life in these films/shows different to life today? How do they think people pay for things in these features?

Inspiring artists:

Perhaps look at key artists from the Futurism movement: www.huntfor.com/arthistory/C20th/futurism.htm.

What do pupils think of their interpretations of the future? These originated from the early 1900s, what would they think of the future today if these were their expectations?

The Minimalists were also keen to explore the use of many different new materials in their art, using industrial materials and transforming them into valuable pieces of high art. Consider how the context of a material's use dictates its value to some extent.

Artists who have featured money or the future in their work:

- Andy Warhol has featured American dollar bills in a number of his works, exploring slight variations in supposedly homogenous items.
- Picasso featured money and currency symbols in many of his cubist works in the 1920's. Peculiarly, the Paris Mint (Monnaie de Paris) returned the favour last year by creating a 500 euro coin in Picasso's honour! (<http://tinyurl.com/4ktfa42>)
- Rikrit Tiravanija has exhibited money over-written with political and social messages.
- Justine Smith has made guns and flowers out of paper money indicating its potential for good and evil.
- J. S. G. Boggs is an American artist who draws one-sided depictions of US banknotes (called 'Boggs bills') and exchanges these for goods as an alternative form of trade. His work is in the Art Institute of Chicago and in the Museum of Modern Art in New York.
- In 'my money, my currency' Hanna Von Goeler has redesigned the American banknote to make her political statement.

Lesson 2 cont.

A number of artists have depicted their vision of the future in their work. For instance:

- Lori Nicks in her photographs depicts a failing future visited by some unknown cataclysm.
- Beryl Corot uses video to depict changes in 20 century technology.
- Robert McCall's visions of a spectacular future were featured at the Epcot Centre.
- H.R.Giger, who was the designer on the film Alien, has explored the traditional ambivalence of man towards scientific advances.

Individual activity – 10 minutes

Give out **Activity sheet 1** and briefly explain that pupils are going to draw what they think the future will look like. The sheet asks for two detailed pictures:

1. What they themselves will look like in 2021
2. What they will need money for in 2021

Explanation and completing entries for the competition – 25 minutes

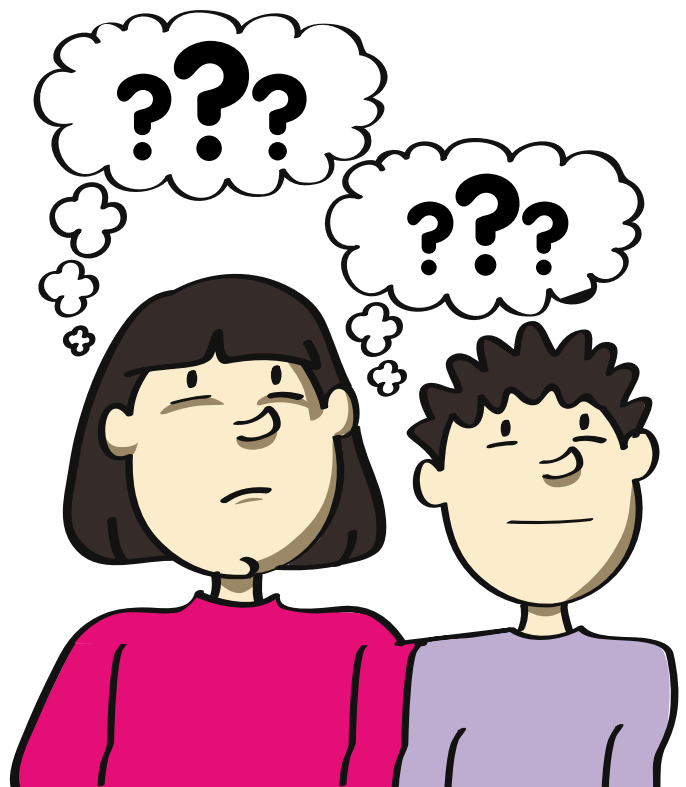
Outline the competition challenge and explain that pupils all over the country are going to depict what money might look like in the future using a range of differing artistic media. Describe the prizes and explain what art processes pupils will be using. Drawing, painting, collage, print-making, clay work, papier machè or junk modelling are all suggested approaches. Tell pupils what the judges will be looking for: imagination and original ideas.

Ask the pupils to think about how the world may change in the next few years – all the different things that may become available, such as trips into outer space/moon, flying cars, hover-boards etc. Would the feel/design of money have to change to accommodate this? Is there anything else that might happen which would require them to 'save for a rainy day'? For example, climate change/extreme weather conditions.

Ask the pupils to suggest what they think money might look like in the future and why? Put their ideas on the board to use as inspiration.

Hand out sheets of paper to pupils and ask them to spend the rest of the lesson coming up with their own ideas of what money might look like in the future. (Think outside the box – does it have to fit in your pocket? Does it have to 'fit' anywhere – will it be something you can touch? Will it be bigger, more colourful, made of bio-degradable materials etc.?)

Help pupils with any questions about their entries as you move around the class.



My Money Competition 2011

Primary lesson plans - ages 5–7

Lesson 2 cont.

Questions to consider:

General questions:

- Does money have to fit in your pocket? Does it have to 'fit' anywhere?
- Will it be something you can touch?
- Does money need to be opaque?
- Will money be bigger, more colourful, made of bio-degradable materials etc.?
- Could money in the future find its owner if it gets lost?
- How might money resist an attempt to steal it?
- How could money be designed to stop the owner from wasting it?

Art and design questions:

- Would the feel/design of money have to change to accommodate this?
- How might the size, shape, form, colour and texture be used in the design of money in the future?
- Is there anything else that might happen which would require them to 'save for a rainy day'? For example, climate change/extreme weather conditions.
- How might new materials or the absence of existing resources affect the design of future money?

Plenary – 5 mins

Allow some children to show their drawings and explain what they show and why. Give pupils a moment to reflect on how the world may change, but as no one actually knows what the future will actually hold it's important to look after your money for a rainy day.

Extension ideas

Homework:

Pupils can finish their competition entries at home.



My Money Competition 2011

Activity sheet 1: My future (ages 5–7)



Name

Date

1. Draw what you will look like in the year 2021.

2. Draw the things you will need money for in 2021.