

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)

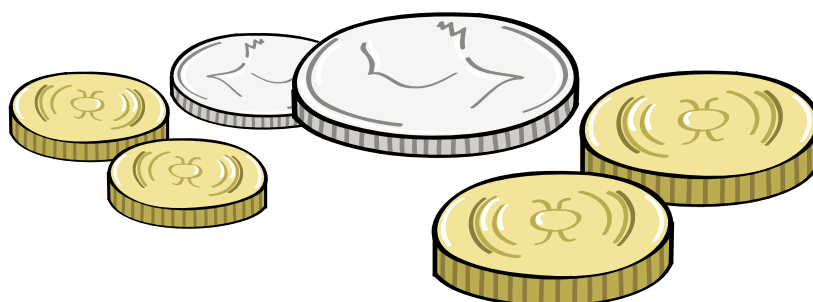
History

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 8–11

Lesson 1

Learning objectives

- To understand how money is constantly changing
- To consider how life will change in the future
- To think about what money will be like in 20 or 30 years' time
- To create an exciting piece of artwork for the My Money Week competition

Learning outcomes

All pupils will:

- think about ways that adults use money
- think about what they will need money for in the future
- consider how the world will be different in 20 years' time.

Most pupils will also:

- understand why commodity money is no longer used widely
- understand how money is changing from physical coins and notes to electronic forms.

Some pupils will also:

- think about the importance of security when considering the future of money.

Time

One hour per lesson.

Resources

Essential:

- Drawing materials to complete the activity sheets.
- Some table salt.

Desirable:

- A selection of old coins, new banknotes, a chequebook and credit or debit cards to show how money and forms of payment have changed.

Introduction (whole class) – 10 minutes

Pour some table salt from a container into another and ask what salt is used for (mainly flavouring and preserving food). Ask what it was additionally used for in the past. The answer may be surprising: in some societies salt was used as money. It was still used as currency in some parts of Ethiopia until recently (their first coin was not officially recognised until 1855). Briefly discuss why people used salt as money (it was important, useful, valuable but quite freely available as well as being easy to store and move).

Main activity subdivided as follows:

Class activity – 15 mins

Explain that before coins and banknotes became universally used for currency, people in the past used many different objects as currency. In different parts of the world, the following items were used, amongst others (write the list on the board):

- Gold
- Salt
- Large carved stones
- Shells
- Iron bars
- Rice



My Money Competition 2011

Primary lesson plans - ages 8–11

Lesson 1 cont.

Split the class into at least six groups and assign each group an item from the list above (with additional teacher/pupil suggestions, where appropriate). Ask them to talk about its advantages and disadvantages as currency, writing their ideas down.

After 10 minutes ask each group to report back to the class and share their views. Ask if anyone else can add to them, for example, rice can be easily weighed into different amounts, but can spoil if it gets wet; iron bars are hard-wearing but very heavy to carry; gold is attractive but very/far too rare.

Finally, ask if anyone can suggest why people moved onto using metal coins. (Coins are durable, portable and can be made from easy to find materials in different sizes/values – is there anything else they can think of with these properties which coins could be made from?)

Individual activity – 25 minutes

Give out **Activity sheet 2 – Modern money**

This sheet is divided into four to show common ways we pay for things today: coins, banknotes, cheques and plastic debit or credit cards. Pupils illustrate each one and write a list of typical items that each is used to buy or pay for.

These might include:

1. Coins: newspaper, sweets, postcard, snack, cup of coffee
2. Notes: book, takeaway, clothes
3. Cheque: birthday gift, bills, repaying money owed
4. Cards: petrol, supermarket shopping, TV, meal

Talk about how cheques and cash are being used less and less and cards used more. How has internet shopping and banking affected money?

Plenary – 5 mins

Ask pupils to reflect on why money has changed from objects to coins to electronic versions and where it might be going in the future. Sum up the disadvantages of objects as currency and how money today takes many forms.

If you have time you might want to show the pupils this video that explains how money is made:

<http://tinyurl.com/4r7tqf>

Extension ideas

Homework:

Ask pupils to find out how the way we pay for things has changed.

They can do this by independent research or by asking adults they know about what money used to be like. They can make a list of 'ways to pay' and roughly when they were first used. They can finish by writing how they think we will be able to pay for things in the future.

In preparation for the next lesson, pupils can ask parents or grandparents or other friends and family members about what important discoveries and changes have taken place to the world in their lifetime (e.g. the internet, mobile phones, global warming, the fall of the Berlin Wall, satellite television).

They can then ask how the person thinks things might change in the future, including the different ways we may use money to pay for things.



My Money Competition 2011

Primary lesson plans - ages 8–11

Lesson 2

Learning objectives

- To understand how money is constantly changing
- To consider how life will change in the future
- To think about what money will be like in 20 or 30 years' time
- To create an exciting piece of artwork for the My Money Week competition

Learning outcomes

All pupils will:

- think about ways that adults use money
- think about what they will need money for in the future
- consider how the world will be different in 20 years' time.

Most pupils will also:

- understand why commodity money is no longer used widely
- understand how money is changing from physical coins and notes to electronic forms.

Some pupils will also:

- think about the importance of security when considering the future of money.

Time

One hour per lesson.

Resources

Items which show visions of the future (sci-fi clips on YouTube) or pictures by artists.

For example:

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=u9s7afoYI-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?



My Money Competition 2011

Primary lesson plans - ages 8–11

Lesson 2 cont.

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.

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.

Introduction (whole class) – 10 minutes

Brainstorm a list of things which have only become widely available in the last 20 years, e.g. Internet, smartphones, digital cameras, flat-screen TVs. Ask which things would amaze people of 20 years ago the most and why.

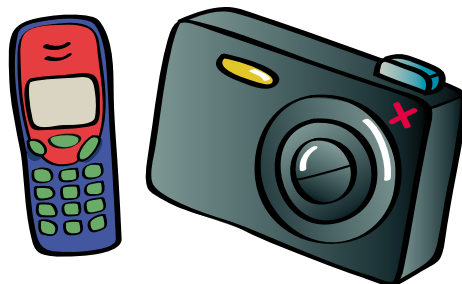
Main activity subdivided as follows:

Class activity – 15 minutes

Discuss what sort of things might become available 20 years from now in the future. Show some visions of the future from films, books or the web (e.g. robots, space travel, flying cars). Brainstorm another collection of ideas. Which are the most realistic and which not? Perhaps take a vote on this. Which would you most like to see or own?

Individual activity – 10 minutes

Pupils then make three lists, writing them on paper: 1) What I spend money on now; 2) what I'd like to own/buy in the future and; 3) What I'll need to own/buy in the future. Ask pupils to share some of these with the class. Ask, why will money be important and how might it be different in 20 years?



My Money Competition 2011

Primary lesson plans - ages 8–11

Lesson 2 cont.

Explanation and completing entries for the competition - 25 minutes

Outline the competition challenge and explain that pupils all over the country are going to create artwork (2D or 3D) to show what money might be like in the future. Describe the prizes and explain that the pupils are going to enter so need to start thinking of ideas. Explain the art media the pupils can choose from and when they will get a chance to start their entries. Drawing, paintings, collage, print-making, clay work or junk modelling are all suggested entry approaches. Other suggestions for possible media to use are computer designs, photos and text, puppets and papier machè.

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.

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 pupils 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 2: Modern money (ages 8–11)



Name

Date

This sheet shows four ways that we can spend money.

Illustrate each one and write a list of things that each might be used to pay for. Examples are:
coins – a bag of crisps; banknotes – a book; cheques – a birthday gift; credit card – petrol.

Coins	Banknotes
Cheques	Debit/credit cards