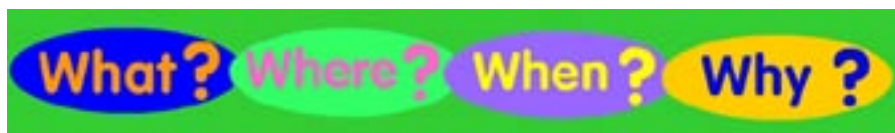




Learning Scotland



Autumn 2008

Thursdays 11.45–12.00

20 November to 4 December

BBC2

Unit Four

Curriculum for Excellence

These notes relate to re-transmitted programmes, and were conceived within the 5–14 framework. While the 5–14 terminology has been retained, teachers are encouraged to consider the content in terms of its contribution to promoting successful learners, confident individuals, responsible citizens and effective contributors.



What? Where? When? Why?

Autumn 2008

Unit Four

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Introduction to the series

The programmes

The *What? Where? When? Why?* series is designed to enhance the Revised Environmental Studies 5–14 guidelines at levels A and B. Each unit contains a wealth of opportunities to stimulate the natural curiosity, enthusiasm and imagination of all young learners. Children are encouraged to develop and formulate meaningful questions about their environment, their place within it and the factors, both past and present, that have shaped it. Each unit will focus on knowledge, understanding and skills, as well as ideas central to developing informed attitudes about responsible citizenship, sustainability, social equity and diversity.

Each programme can be used to initiate or enhance a unit of study in the classroom.

The aims of the series

The series has been devised to:

- use the environment in its widest sense to enrich the entire learning and teaching process
- provide children with a greater knowledge and understanding of the world in which they live
- develop skills involving critical thinking and problem solving
- help pupils begin to appreciate and develop attitudes informed by their understanding of social and environmental issues
- encourage pupils to recognise and value a commitment to learning which helps them further make sense of the world in which they live
- help pupils reflect on how they as individuals contribute to their environment and culture when they make decisions and decide upon courses of action
- enhance the appreciation of the inter-relationship of all living things and their environment.
- help cultivate consideration of natural, cultural and historic heritage
- provide teachers with practical advice and exemplification of a range of popular units of work at levels A and B Environmental Studies 5–14
- offer teachers a focused approach to the development of a unit which is manageable in the classroom
- provide teachers with clear and structured questions and activities which use the ideas and strategies embedded within the revised Environmental Studies 5–14 guidelines and yet enable individual approaches to suit particular requirements
- recognise that learning takes place in the world beyond the classroom and provide Parent Prompts which offer opportunities for parents and carers to enjoy and interact with their child.

Getting the most out of the programmes

To use the programmes successfully:

- pre-record and view each programme, so that you will be fully prepared for the classroom viewing session.
- set up a display of books and artefacts for each unit as it is studied.
- make sure the children know the key words which will be used in each programme, by using the key word banks given in the notes.
- before using the programmes, ask the children what they already know and what they would like to find out. Make a display of these questions so you can refer back to them.
- consider using some of the question mark breaks in the programme to pause and develop briefly a point with the children, using the key words where possible.
- arrange visits to places connected with the programmes, and /or invite visitors to the classroom, to give the children some first-hand experience.
- at the end of the programme, ask the children to give you three or four of the key words or facts they have learned.

The Teacher's notes

The support notes provide:

- a 5–14 Forward Plan of outcomes, strands and attainment targets focused on specific Learning Outcomes, to aid effective learning and teaching. This is directly linked to the activities, worksheets and assessments, in line with Revised Environmental Studies 5–14 National Guidelines.
- a page about the presenters of the programmes, The Happy Gang.
- introductory pages for each unit.
- a page of notes for the teacher for each programme. This provides a brief programme synopsis, suggestions for introducing the programme to the children, a list of key words, four key questions to test the children's understanding of what they have seen in the programme, and suggestions for extension work.
- worksheets for each programme.
- a parent prompt sheet for each programme.

The presenters

Mr P, Nicky, and Spatz

The Happy Gang (Mr P, Nicky and Spatz) present *What? Where? When? Why?* They are an established group of children's entertainers who have performed in schools and theatres.

The songs and music in the programmes are composed and performed by them.

They use certain catch phrases. For example, when they get an idea, they say, 'Ping!', and they always do a circular wave when they say 'Cheerio!'

Nicky usually wears pink and lime green and she's a bit of a joker! Oh, and — a- a- **atishoo!** — she's *always* sneezing.



Mr P is always ready to fall asleep and he finds quiet corners to curl up in! He usually wears orange and royal blue. He tends to rush into situations and often ends up in a bit of a muddle.

Spatz is always hungry, and is for ever on the look-out for food. Apples are his favourite! He usually wears yellow and purple. He takes a real interest in the natural world and is good at solving problems.

The Happy Gang song — the signature tune

If your curiosity
is affected
by something you hear or see
get connected.
Don't be scared to try,
'What? Where? When? Why?'

Forward plan Financial Education

Programmes 1–3 Money Attainment outcome focus: Financial Capability

Levels A/B

Strands	Pupil experience: what pupils should learn	Resources	Assessment
Knowledge and understanding of Financial Capability	Pupils should begin to demonstrate Financial understanding – understanding the concept of money – where does it come from and what do we use it for? Financial responsibility – making informed personal life choices Financial competence – knowing how to look after and manage money – planning and keeping track of our spending Financial enterprise – using financial resources confidently	'After the programme' discussions using the 'what, where, why' questions as starting points Suggested activities following each programme	Programme 1 Pupils should demonstrate an understanding of the development of money as we know it today and appreciate that to take money from the bank we first have to have money in it
Skills Problem Solving Working With Others	Pupils will demonstrate skills by – discussing money as suggested in the follow-up activities for each programme – participate in a range of activities which will encourage their development of the four areas of financial education – present work as part of classroom displays – with support, help to organise a bring and buy sale	Programme 1 Worksheet: design a £5 note Programme 2 Worksheet: make a poster to advertise selling at a car boot sale Programme 3 Worksheet: write a set of rules to help save electricity at school	Programme 2 Pupils should begin to show an understanding that the quality of a product can affect its price and that people are paid for the job they do Programme 3 Pupils should have formed a basic understanding of what a budget is
Developing Informed Attitudes	Pupils will – begin to develop an understanding of finance, and start to become financially competent, responsible citizens who can make informed choices with regard to themselves		

Financial capability – the nature of money

Introduction to the unit

This unit of three programmes covers the development of financial capability and are designed to cover the four areas of financial education:

- financial understanding
- financial responsibility
- financial competence, and
- financial enterprise.

Learning outcomes

The learning outcomes of Programme One are

- to develop financial understanding of the nature and role of money in society, including foreign currency, and to show how we can access financial services.
- to develop financial responsibility by encouraging pupils to take increasing responsibility for financial decisions.
- to develop financial competence by encouraging pupils to think about value for money.
- to develop financial enterprise by applying knowledge and skills creatively in a range of situations.

The learning outcomes of Programme Two are

- to develop financial understanding of the nature and role of money in society, of the uses of financial services and of sources of income.
- to develop financial responsibility by encouraging pupils to take increasing responsibility for financial decisions.
- to develop financial competence by helping pupils to make more informed financial decisions.
- to develop financial enterprise by applying knowledge and skills creatively in a range of situations.

The learning outcomes of Programme Three are

- to develop financial understanding of the nature and role of money in society, of consumer rights and of the impact of advertising and the media.
- to develop financial responsibility by encouraging pupils to take increasing responsibility for financial decisions.
- to develop financial competence by beginning to build an understanding of budgets.
- to develop financial enterprise by applying knowledge and skills creatively in a range of situations.

Suggested resources for the activities

For Programme One

- Real money in 1p, 2p, 5p, 10p, 50p and £1 coins, with enough of each to allow comparison of different ways of reaching the same value
- £1 and £5 notes for children to examine
- A selection of foreign currencies
- drawing and colouring tools

For Programme Two

- A selection of catalogues, both general use and for school equipment
- drawing and colouring tools
- A letter to parents asking for toys for the bring and buy sale
- Money to use as change at the sale

For Programme Three

- A selection of magazines and newspapers, to enable children to look at adverts, including car adverts

The money song

The generic verse of the 'Money' song is given here. Additional verses are printed in the Parent Prompt sheets of the unit.

Money song

To buy new clothes or food to eat
To fill our homes with light and heat
There's one thing that we all need, Money!

When they end their working day
Mums and Dads take home their pay
Then decide to spend or save, Money!

A holiday, a sweet or two,
What you buy is up to you,
Be careful with your money,
Try to keep an eye on what you buy, Money!

Programme One **The big money programme**

—Transmission date 20 November 2008

Content

The Happy Gang learn that we need money to pay for all sorts of different things, and that to get money from banks and supermarkets we need to have money in the bank first. They also learned what people did before money was invented.

Word bank

money barter shells paper coins foreign supermarket bank

After the programme

What did Mr P want to buy to eat?

Where did Spatz get his money from?

When did people use the barter system?

Why did Mr P think he had lots of money?

Activities

Financial education

- 1 Use real money to show various equivalent values, such as that 20p is equal to two 10ps.
- 2 Talk about the barter system, and how we can still use it today (for example, by swapping one sweet for three crisps).
- 3 Ask the children to bring in a selection of coins from abroad, and make a display showing their equivalent value in British currency.
- 4 Talk about what a supermarket checkout operator means when they ask a customer 'Do you want cashback'.
- 5 Design a new fun Automatic Teller Machine for a bank named after your school.

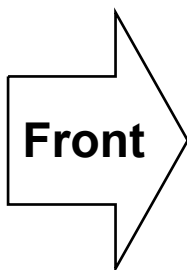
Name _____

Design a £5 note

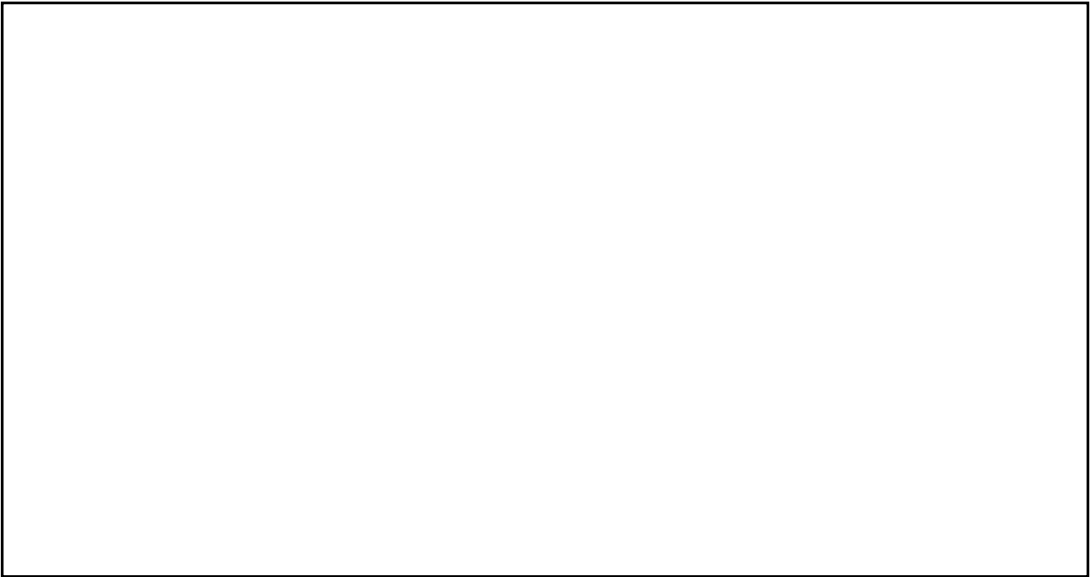
Look closely at a £5 note.

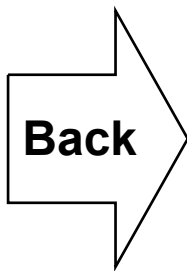
Discuss all the information on it. Pay attention to the pictures as well as the writing.

Then design a £5 note for your school. Make sure your school badge is included in the pictures. Colour the money using your school colours.




Front

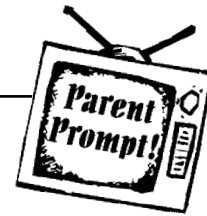




Back



When you have finished, compare your £5 note with a real one to make sure you haven't missed any information.



Name _____

What's money for?

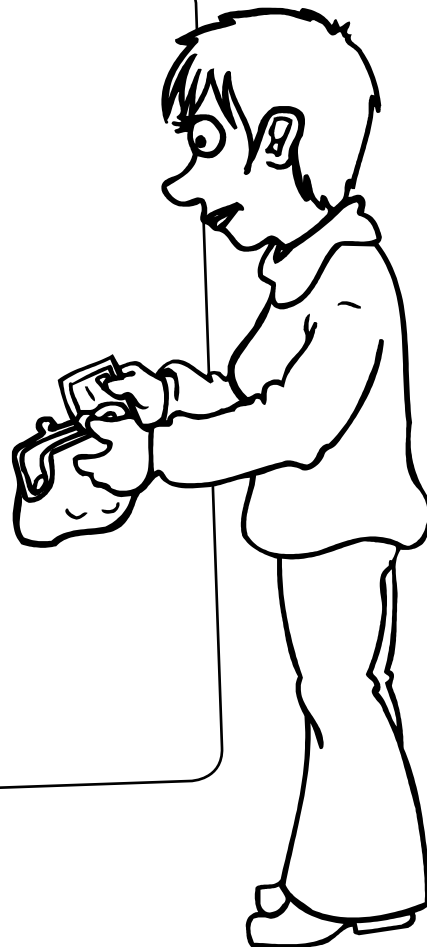
Today we saw that we need money
to pay for all sorts of things!

The **What is Money?** song

At the car park or the pool
On the bus that goes to school
Need a drink to keep your cool?
Money.

Long before money was made
People bartered and they'd trade
'This for that' was how they paid
Money.

Then shells became the currency
Until someone made coins one day
And now we have a different way
We can use plastic when we pay!
Money.



Money play

Work together to find out
how many different combinations you can think of
which will make

£1

For example, you could
use just two coins,

50p + 50p,

or 100 separate pennies.

It's good to talk

Next time you go food shopping together look at the special offers the store has and discuss if they are really best value.

Programme Two **Old junk new junk**

—Transmission date 27 November 2008

Content

Mr P wants money to buy comics. The rest of The Happy Gang tells him he can either get a job to earn money or sell some things he doesn't want any more. They decide to sell some of his old toys at a car boot sale. On the way there they realise people get paid for all sorts of jobs.

Word bank

save work car boot sale paid sell buy

After the programme

What does Mr P want money to buy?

Where do they go to sell his old things?

When do people earn money?

Why did Mr P have to practice selling his things?

Activities

Financial education

- 1 Discuss the different places we can keep our money, such as the bank, Post Office or a piggy bank.
- 2 Ask the class to try to think of as many different types of job as they can. Try to list the unusual as well as the more everyday ways of earning a living.
- 3 Ask the class to look at some home shopping catalogues. If they were given some birthday money what would they buy from the catalogue? Ask them to cut out the picture and stick on a sheet of paper with a short explanation of why they would choose it. Make a class display of the choices.
- 4 Organise a Bring and Buy sale to raise money for new classroom games. Let the class use catalogues to choose which games they wish to purchase. Encourage them to try to get best value for the money.
- 5 Discuss what we mean when we say 'I've got a bargain!'

Name _____

For sale!

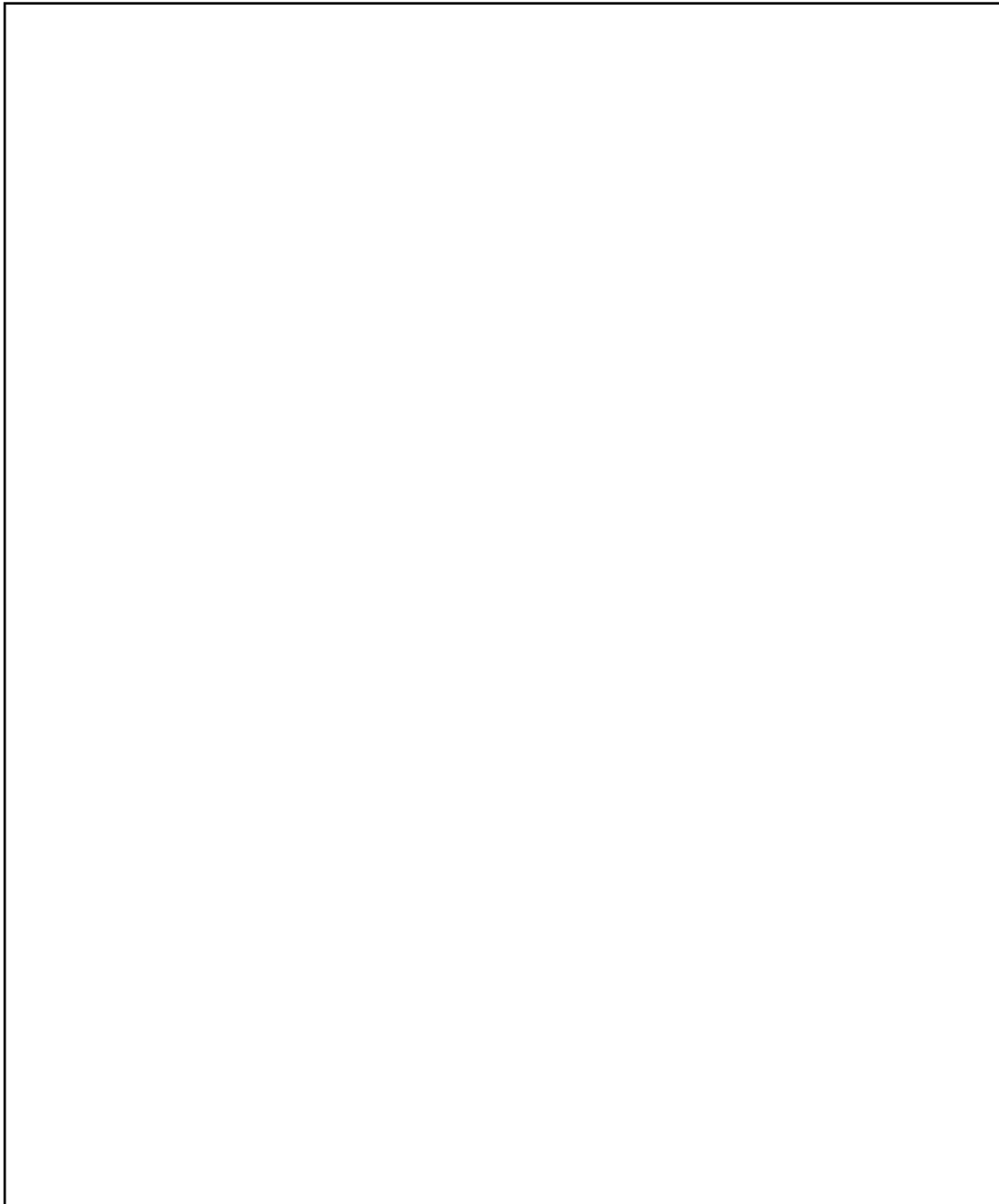
Imagine you are going to sell one of your old toys at a car boot sale.

Design a poster to advertise what you're selling.

Hint:
the writing
should be big
and bold.

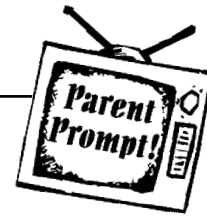
Hint: colour
the picture, but
only use one or
two colours for
the writing.

Hint: draw
a picture of
the toy.



Discuss with a partner how much you are going to charge.

Remember that it's not a new toy!



Name _____

Getting paid

Today we found out about getting money for different types of jobs.

The **Sources of Money** song

Where will our money all come from?
To meet the bills is troublesome!
What can we do to bring home some –
Money?

We get paid for the work we do,
The doctor, dentist, pilot too;
The man who brings the mail to you –
Money.

And if there is no work about,
The Government can help us out
Go walk a dog or wash a car
So many ways of earning our –
Money.



It's good to talk

Discuss some of the bills we have to pay, such as electricity, gas and phone. (Your child may not be aware that we have to pay for these things!)

Think hard

Make a list of all the things we use electricity for, like a kettle or a hair dryer. See how many you can think of.

Programme Three **Lots of lolly!**

—Transmission date 4 December 2008

Content

The Happy Gang are paid £1000. Nicky goes on a spending spree for new clothes and Mr P watches the adverts on television and decides to buy everything he sees. Meanwhile Spatz is working on their budget to work out how much they need to pay bills and live for a month.

Word bank

budget shopping adverts spending needs food heat light

After the programme

What does Mr P decide to do after watching adverts on the television?

Where does Nicky go to spend her money?

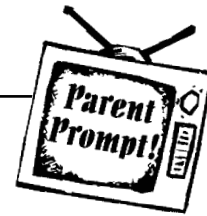
When Nicky gets home what does Spatz tell her she will have to do?

Why does Spatz think they have to budget their money?

Activities

Financial education

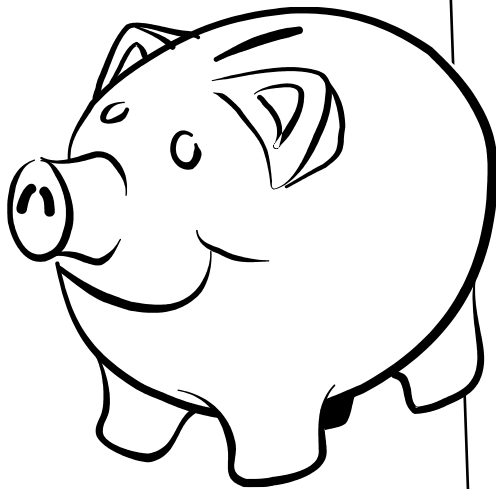
- 1 Discuss the things we *need* to live. These are food and drink, heat, light and shelter.
- 2 After budgeting, the Happy Gang have £200 left over. They can choose to save some or all of it. Discuss wants — if we have extra money what types of things might we spend it on?
- 3 Talk about saving money, and how we sometimes save for special things. Have the children ever saved up for something they wanted?
- 4 Collect and display adverts from magazines and papers.
- 5 Use adverts to compare car prices. Discuss the possible reasons why people might choose one car rather than another at the same price.
- 6 Ask the pupils to work in pairs or small groups to think of ways of saving electricity, using Worksheet 3. If possible, their rules could be displayed at suitable points around the school. Ask the pupils where they think the best place for their own posters would be.



Name _____

The cost of living

Today we found out that we have to pay for things that we need to live.



The **Budget** song

To make your money plans succeed
You have to know just what you need
So do your sums and then proceed.
Money.

You can't have everything you see
You have to budget carefully
Save something for a rainy day.
Money.

You need to save if you intend
To buy a gift for your best friend
So keep some by it won't go wrong
If something costly comes along.
Money.

It's good to talk

Discuss all the things we *need* to live, such as food, drink, clothes, warmth and a place to live.

Buy Now

**BONUS
BUY**

Watch it!

Watch some adverts on the television together. Discuss which ones you like, and which ones you dislike. Can adverts influence our thinking and make us want to buy things?

**Best
PRICE**