

How money is spent

Help your child understand how and why we spend money

Suitable for ages 7-12



How to use this activity sheet: These activities look at how and why we spend money. In particular, the difference between spending on things we want and spending on things we need. They dig deeper into how money can be used, what companies do to encourage people to spend money on their products, and how the cost of items just keeps going up. There are 5 fun exercises. You can work through each of the activities in order, you can pick and choose what you would like to get stuck into.

| Title of task | Page | Summary of the task | What you'll need to provide | The outcome |
|-----------------------|------|--|--|--|
| Wants vs needs | 2 | Students consider items on a shopping list and divide them into things they want and things they need. | Pen and paper. | Students understand the difference between want and need, and are able to prioritise their spending accordingly. |
| Gone shopping | 5 | Students are given a budget and invited to decide which items they will buy from a list. They answer questions inviting them to reflect on their decisions. | Pen and paper. | Students make decisions on spending against a budget and calculate their total. |
| Buy it now | 7 | They reflect on how they spend their money in real life. | Pen and paper, scissors, newspapers or magazines / camera / computer or television. | Students are able to spot the common features of an advert and understand how companies convince us to buy their products. |
| In my day... | 9 | Students interview their family members about how much things used to cost, investigating how inflation has caused prices to rise over the years. They present their findings in a documentary, fact file or timeline. | Pens, pencils and paper, scissors, computer, arts and craft materials - if required. | Students understand that inflation causes prices to increase. |
| Time travelling money | 10 | They learn more about how members of their household spent money 'in their day'. | A phone, tablet or computer. | Students learn how prices of specific items have increased since 1990. |

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Exercise 1

Wants vs needs

Plan a shopping trip with a budget, and think about whether you need or want the things you choose.



People spend their money on a wide variety of items, services and activities, some of them essential to living and working, and some more exciting things that make them or the people around them happy.

Imagine you are shopping for your household. Since we love a Shakespeare theme at Coram SSF, we're going to use the Shakespearean currency ducats. **You have a budget of 40 ducats** and need to prioritise what to spend it on.

Using the shopping list on page 4, can you identify whether the items are things that you **need** or things that you **want**. Write the name of the item in the appropriate column below. If you think that it belongs in both columns, write it across the middle.

40
ducats

|  Want |  Need |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

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Shopping list

(You can purchase more than one of each item)

| Item | Price | Tick to purchase |
|---------------------------|-----------|------------------|
| Milk | 1 ducat | |
| Bread | 1 ducat | |
| Jar of coffee | 2 ducats | |
| Baked beans | 1 ducat | |
| 80 teabags | 2 ducats | |
| Toilet roll | 2 ducats | |
| Toothpaste | 3 ducats | |
| Box of choc-ices | 4 ducats | |
| Antibacterial wipes | 2 ducats | |
| Pack of bananas | 1 ducat | |
| Cereal | 2 ducats | |
| Whole supermarket chicken | 5 ducats | |
| Skateboard | 20 ducats | |
| Trainers | 25 ducats | |
| T shirt with slogan | 10 ducats | |
| Amazon gift card | 15 ducats | |
| Set of 10 books | 18 ducats | |
| Mobile phone | 60 ducats | |
| Jet pack | 30 ducats | |
| Total spend | | |

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Exercise 2

Gone shopping

Now you need to make some decisions about what you would like to purchase.



Imagining that you have 40 ducats to spend as you wish, which of the following items will you buy?

You could invite family members to choose items too, imagining that each of you has a budget of **40 ducats**.

On the shopping list, tick off the things you would like to buy and make a note if you would like to purchase more than one of an item. Calculate your total costs and add this figure to the bottom of the sheet.

Once you have decided what you would like to buy, have a look at what you have selected. Are the items mostly things you **need** or are they items that you **want**? Or are they a mixture?

Why do you think you have selected these items? Does this reflect how you spend your money in real life?

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What are you excited about purchasing?

What did you not purchase, which you would have liked to?

You'll have noticed one item is too expensive – what could you do to be able to afford it in future? (We'll cover that more in our saving resource.)



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Exercise 3

Buy it now

Become a savvy shopper – investigate how adverts are designed, and how they convince us to buy a product.



Adverts serve one purpose – to make us believe as consumers that we need to buy the product as it will make our lives better in some way.

Take a look at the advert for a Coram SSF Jet Pack below

THE AMAZING CSSF JET PACK!

88% OF USERS SAY IT IMPROVED THEIR POPULARITY!

SPEEDIER THAN A RACING CAR!

BE THE ENVY OF YOUR FRIENDS!

HOW COULD YOU LIVE WITHOUT IT? ONLY 35 DUGATS!

Here are some common features of adverts. Which can you identify in the advert to the left? **Tick off the ones you can find.**

| | |
|---|--------------------------|
| Contains a mix of facts and persuasive comment | <input type="checkbox"/> |
| Focuses on the positive and ignore the negative | <input type="checkbox"/> |
| Uses exaggerated language, full of adjectives and adverbs to paint an appealing picture | <input type="checkbox"/> |
| Sole purpose is to convince the reader to buy the product | <input type="checkbox"/> |
| Uses memorable images and slogans | <input type="checkbox"/> |
| Asks rhetorical questions | <input type="checkbox"/> |
| Start sentences with the imperative | <input type="checkbox"/> |

How successful do you think it is as an advert? Why?

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Did you choose the jet pack when you did the shopping task before? If not, would you choose it now? Why or why not?

Using the same key features as before, can you spot them in different adverts?

Your task:

Find a really good advert – one that you think is persuasive.

You could look in newspapers or magazines, take photos of billboards, or use an advert from the television. If possible, cut it out or create an image to represent it and stick it in the middle of a large sheet of paper.

Once you have done that, look for the key features mentioned above.

Annotate your paper with the features you find – highlight or underline them if you have a printed copy of the advert or write them on if you don't.

Is there anything else apart from the key features that makes it a successful advert?

How could it be improved?

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Exercise 4

In my day...

Interview your family members to investigate how prices have risen over the years, from their favourite chocolate bar to their first house.



Over the years, the price of most things increases because of something called **inflation**. Did you know for example that a Mars bar cost 15p forty years ago and now they cost 60p! That means that the cost quadrupled! Ask your parents if they remember buying sweets with their pocket money and how much they could get.

Your mission, should you wish to accept, is to investigate the mystery of rising costs.

For this task, you should ask as many family members as you can, with the widest range of ages, to tell you about how much things used to cost.

You could use some of these questions or come up with your own:

- How much pocket money did they get when they were your age?
- How much was their favourite sweet or chocolate bar?
- What did their first car cost?
- How much did they earn in their first salary?
- What did they pay to buy their first house, or how much was their first rent?
- What did they like spending money on when they were your age? How much was it?
- How much did they pay for a pint of milk/loaf of bread at that time?

As you investigate the difference in prices, which is the thing that surprised you the most? What is the largest price increase? Which things do you wish were still that price.

It's up to you how you present your findings, but you could do one of the following:



Create a documentary by interviewing your family members on camera and editing them together. At the end, deliver your conclusion to camera about what you found out.



Build a fact file with pictures of your family and images of the items they talked about.



Find images of the items as they looked then and present your discoveries on a timeline.



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Exercise 5

Time travelling money



Using this quiz from our friends at Triptico, can you find the item which links up with the costs? The two prices show how much each item cost in 1990 and how much the same item costs today.



Visit: <https://tripticoplus.com/tshare/rx38b6mj/6653>

How to play:

You will have a few seconds to memorise where the items are on a game board. Once the pictures disappear, you'll be presented with costs and you'll need to think back to the images you saw. Connect the price with the right item AND remember where it was located on the game board.

You can also...

Estimate the costs of the shopping. Next time someone does the food shopping in the house, ask them to keep the receipt, covering up the prices and total. Can you look at the shopping and estimate the total costs spent? What about individual items? How close can you get?

Set up a shop in your bedroom and invite your family members to come and spend their money. You get to decide what everything is worth!



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