Lesson 1
Paying for Pride Place

You will need:
- Pride Place interactive click and explore map
- RESOURCES 1.1 – 1.3 Payslip / deductions factsheet
- RESOURCE 1.4 Payslip Quick Quiz
- RESOURCE 1.5 Paying for Communities Factsheet
- RESOURCE 1.6 Paying for Communities Inventory

Lesson Outcomes

Children will:
- Name some key parts of a simple payslip.
- Understand that local services are paid for through income taxes, council tax and other taxes.
- List some local services paid for through taxation.

Lesson Structure

Starter Activity

- Conduct the unit quiz to establish a baseline of the children’s understanding for this unit.
- Ask if children can explain the meaning of ‘payslip’ and when a person might receive one.

Main Activity

- Using the payslip / deductions factsheet children explore the terms used and understand what they mean.
- Distribute the Payslip Quick Quiz (or read out questions and children answer in quiz teams) to test their memory on the factsheet.
- Working as a class with the interactive whiteboard, or at individual computers ask the children to explore the clicks within the map to find information about how things are paid for.
- Ask the children to explore the Pride Place interactive click and explore map, clicking on the stars to explore how the different deductions pay for services and the amenities we share in the community. Alternatively, they can use the offline Paying for Communities Factsheet to help them find the different things.

Plenary Activity

- Reinforce children’s recall with another quick quiz of payslip terms. Children can take part as individuals or as table groups.
- Ask children to identify examples from their own community of places or activities that are paid for through taxation (these might include your school, NHS facilities and emergency services, parks and playgrounds, library, sports and swimming, drop-in centres, council services like recycling collection, street lights etc.).

Working Together: Activities to Explore at Home

Ask children to take the Paying for Communities Inventory sheet home and ask them to test their family on their knowledge now that they are experts.

If appropriate ask them to explore the online map activity on www.valuesmoneyandme.co.uk

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Lesson 2
Paying Together

You will need:
• Completed work from lesson 1: Paying for Pride Place
• RESOURCE 2.1 Continuum Stations per group
• RESOURCE 2.2 Budget Percentage Allocation Cards per group
• RESOURCE 2.3 Community needs and wants cards per group
• RESOURCE 1.5 Paying for Communities Factsheet (for reference)
• RESOURCE 1.6 Paying for Communities Inventory (for reference)

Lesson Outcomes

Children will:
• Name a range of community services and amenities.
• Rank community services and amenities in order of importance, based on a consideration of the community’s needs and wants.
• Allocate a budget to fund community services and amenities and justify their choices.

Lesson Structure

Starter Activity
• Ask children to recall the places and activities in your community that are funded through taxation. Briefly discuss children’s opinions about the importance of each one, and who it helps.

Main Activity
• The children act as ‘elected members’ of a Local Council and form a Local Government. Their job is to spend the annual budget wisely so that all the residents of Pride Place get the services and amenities they need in the community. To do this they will need to consider how vital each service or amenity is and how much of the budget they are prepared to spend on it. Some of the things on the list have been requested by the Pride Park Residents as part of a local consultation event (these are in pink).
• Split the class into groups (suggest 5 per group) and give them a set of Community Needs and Wants Cards to ask each to discuss how important the services are to the community. Placing the cards between the 2 Continuum Stations either end of a line (on tabletop/floor etc.).
• Next, ask them to allocate a percentage of the budget to each item and write it on the Budget Percentage Allocation Card. Place this with the item on the continuum. You can use the following prompt questions if the children need them.

Prompt Questions:
• Is it essential for everyone?
• Is it the law that we have this service?
• Would people be in danger if it was not there?
• If people had to live without it, could they?
• Is it a ‘human right’ to have this service?

Extend: Mathematics
• Y6: Once the children have allocated a percentage of the budget to each service ask them to calculate this as a sum based on: £1,000,000 / £10,000,000 / £500,000
• Ask groups to add together the services on the cards in the following groupings and calculate the total percentage allocated to each group, display as a pie chart.
• Find out the actual budget amounts and allocations for local services from your Local Council website or from your local elected member and compare this to the allocations made by the class - display finding as a bar chart showing comparisons.

Extend: English
• Write a letter or send an email (via their website) to your local councillor about an aspect of public service you would like to see improved e.g., parks and dog mess, litter, safety etc.

Plenary Activity
• Ask children to decide which facilities they now think are most important, having allocated budget to each one. Would all sections of their community agree or might some groups like parents of young children, or the elderly, have different priorities? Discuss how councils need to balance different needs when allocating budget, to help as many people as best as possible.
Lesson 3
How Can I Help?

You will need:
• Paper, pens, internet access, local community safety data
• RESOURCE 3.1
  Community Survey

Lesson Outcomes

Children will:
• Explain how personal responsibility / behaviour affects the nature of a community and the costs needed to maintain it.
• Identify areas of concern about the condition of their local community, and personal actions they could take to improve it.
• Generate and share ideas for voluntary activities that would benefit or improve their community.

Lesson Structure

Starter Activity
• Ask children to identify in pairs one positive aspect or feature of your community, and one negative example.
• Discuss who children think is responsible for addressing the negative aspects they identify.

Main Activity
• The purpose of this activity is for the children to think of things in the community that costs the Council money unnecessarily. This includes things that could save money if people changed their behaviour (such as litter or graffiti) and to consider what they could do to help save public money through their actions (such as picking up litter, dog poo or recycling).
• If you are able to run this lesson over 2 sessions it will enable the children to develop their own/ class survey to find out what people are most concerned about in their community, that could be improved through some community action.
• Some examples might be: litter, dog poo, graffiti, parks or planting in public areas, criminal damage (broken play equipment etc.), overgrown footpaths.
• Ask them to survey their peers, teachers and families (this can be done as part of a data handling activity for mathematics). Alternatively, you can find out if your Local Council has already conducted a similar survey and use this data as the basis of the lesson.
• If it is not possible to prepare, you can use some of the ideas provided and do a mini survey within the class/session and ask them to use them to base their community action planning on.
• Ask the class to think of ideas / entrepreneurial opportunities for action in the community that relate to the things on the survey. Some suggestions are:
  • Design a poster for the local park noticeboard encouraging people to pick up their litter and dog’s poo and put in the bins provided.
  • Design a poster encouraging people to refrain from throwing cigarette ends on the ground outside their school grounds.
  • Organise a litter-picking day (you will need to ensure you have the suitable equipment and health and safety measures in place for this).
  • Organise a fundraising event to raise money to buy bulbs to plant in community spaces or school (also see fundraising factsheet in entrepreneurship area).
  • Get involved with Junior Crimestoppers (you will need to liaise with the local police for this or refer to Crimestoppers website www.crimestoppers-uk.org/)

Plenary Activity
• Ask children to describe the difference they would like to see in your community after each of their ideas has taken place. Discuss how children could use their descriptions to encourage other people to help make a difference in your community through volunteer action.
• Repeat the unit quiz and evaluate children’s progress.

Extend: Mathematics
• Children present, collate and interpret the data they collect in a variety of ways; bar chart, pictogram, pie chart.

Extend: English
• Write a newspaper article for the school newsletter about an issue of concern that impacts on the local community or school, including quotes, data.

Working Together: Activities to Explore at Home
Take community survey home to find out what issues the family would like to see addressed better in their community.

Take the quiz here

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