



# LESSON 1 OUTLINE

## 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 explore the terms used on a payslip and understand what they mean. They will explore the map of Pride Place and find out how services are paid for, focusing on the deductions made on the payslip. They will know the main types of taxes that allow us to spread the cost for our communities.

## The 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.
- Ask them to complete the Paying for Communities Inventory, ticking the box next to the item sheet each time they find it on the website (or the factsheet). Ask them to explore further and find out how the item is paid for (Local Government, through council tax or Central Government through income tax and other taxes) and to tick the box on the inventory.
- Discuss with the class what new or unexpected things they have learned about the community.

*NB: This lesson acts as part of a pair with lesson 2 'Paying Together'*

## 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](http://www.valuesmoneyandme.co.uk)





## 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

Extending from lesson 1, they manage a community fund and allocate it to the services in Pride Place, exploring budgets and priorities.

## The 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 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?
- What alternative measure could be put in place / who could pay if you didn't pay for it out of the Local Government budget?

### Extend: Numeracy

- 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: Literacy

- 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.





## 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 explore personal responsibility within a community and how to use its resources. They explore what difference they could make to save money in and around their community more proactively, including giving their time and cultivating pro-community habits.

## The 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 Numeracy). 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 suggestion 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 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/](http://www.crimestoppers-uk.org/))

## Extend: Numeracy

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

## Extend: Literacy

- 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.

