

Values

Money and Me

HERO OR ZERO

KS1 Learning Resource



Story Overview

This unit centres on Sue Lee and her friend Mrs Goleska. When Mrs Goleska asks Sue to help her out by taking some old things to the charity shop she doesn't realise she has put her son's army service medal in the bag too. Mrs Goleska's son was lost in conflict overseas. This unit explores the sentimental and emotional value of objects and how some things are priceless because of the associations they hold. On completion of this unit the children will have explored a range of issues in relation to values, being caring, avarice, and motivations for getting and selling old or second hand items.

Baseline and Assessment

Conduct the quiz as a baseline for unit, using the activity to identify gaps in the children's knowledge and understanding and to set the agenda for learning. Record scores for children on score sheet (this is in the teachers area).

Repeat the quiz as a follow up for unit - record follow up scores for children on score sheet to evaluate their improvement over the unit.

Learning Objectives



Lesson Overview for this Unit

Although we have suggested delivering this unit as separate lessons these can easily be combined together or split down further to suite and your classes needs.

Lesson 1: Sue Lee's Dilemma

Children will explore a range of feelings and skills related to safety and decision making, where temptation to acquire money may be influencing what they do or feel.

Lesson 2: Irreplaceable You

Children will develop safety skills in relation to risky situations involving the temptation of money. Children will explore the emotional value attached to sentimental objects.

Lesson 3: New to You

Children explore the value and pricing of second hand items. They consider how much monetary value is lost over time and the historical and sentimental value of items. They consider the histories of items and how their usefulness may alter over time.

Extra Lesson : New to You (differentiated)

Children explore the value and pricing of second hand items. They consider how much monetary value is lost over time and the historical and sentimental value of items. They consider the histories of items and how their usefulness may alter over time.

NB: There is a differentiated version of this activity for more able or older children.

Working Together: Activities to Explore at Home

We suggest that the children read the story at home with their family if this is practical and appropriate. This will familiarise the family with the unit and it's content and promote discussion on the issues raised. They can view online or you can provide a printed version from the teachers' area.

Try the Sue's Shopping Calculator activity with your child/family.

Read VMM
ground
rules here



LEARNING OBJECTIVES

KS1 | HERO OR ZERO

Met?	Link	Links to PSHE Outcomes KS2
	1a	To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.
	1b	To share their opinions on things that matter to them and explain their views.
	2b	To take part in a simple debate about topical issues.
	2c	To recognise choices they can make, and recognise the difference between right and wrong.
	4a	To recognise how their behaviour affects other people.
	4d	That family and friends should care for each other.
Met?	Link	Links to Financial Capability KS2 (PFEG)
	FR2	Begin to talk about the value of money.
	FU4	Recognise that there are both predictable and unpredictable sources of money.

FRAMEWORK REFERENCE

KS1 | HERO OR ZERO

Met?	Links to Spoken Language Years 1 to 6
	Listen and respond appropriately to adults and their peers.
	Ask relevant questions to extend their understanding and knowledge.
	Use relevant strategies to build their vocabulary.
	Articulate and justify answers, arguments and opinions.
	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
	Participate in discussions, presentations, performances, role play, improvisations and debates.
Met?	Links to Reading Comprehension Year 1
	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
	Being encouraged to link what they read or hear read to their own experiences.
	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
	Recognising and joining in with predictable phrases.
	Understand both the books they can already read accurately and fluently and those they listen to by.
	Participate in discussion about what is read to them, taking turns and listening to what others say.

FRAMEWORK REFERENCE

KS1 | HERO OR ZERO

Met?	Links to Reading Comprehension Year 2
	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
	Discussing the sequence of events in books and how items of information are related.
	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
	Drawing on what they already know or on background information and vocabulary provided by the teacher.
	Making inferences on the basis of what is being said and done.
	Answering and asking questions.
	Predicting what might happen on the basis of what has been read so far.
	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Met?	Links to Writing Composition Year 1
	Saying out loud what they are going to write about.
	Composing a sentence orally before writing it.
	Sequencing sentences to form short narratives.
	Re-reading what they have written to check that it makes sense.
	Discuss what they have written with the teacher or other pupils.
	Read aloud their writing clearly enough to be heard by their peers and the teacher.

FRAMEWORK REFERENCE

KS1 | HERO OR ZERO

Met?	Links to Writing Composition Year 2
	Writing narratives about personal experiences and those of others (real and fictional).
	Writing about real events.
	Writing for different purposes.
	Planning or saying out loud what they are going to write about.
	Writing down ideas and/or key words, including new vocabulary.
	Encapsulating what they want to say, sentence by sentence.
	Read aloud what they have written with appropriate intonation to make the meaning clear.
Met?	Links to Mathematics Year 1
	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
	Given a number, identify one more and one less
	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
	Read and write numbers from 1 to 20 in numerals and words.
	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
	Represent and use number bonds and related subtraction facts within 20
	Add and subtract one-digit and two-digit numbers to 20, including zero
	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
	Recognise and know the value of different denominations of coins and notes

FRAMEWORK REFERENCE

KS1 | HERO OR ZERO

Met?	Links to Mathematics Year 2
	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
	Recognise the place value of each digit in a two-digit number (tens, ones).
	Identify, represent and estimate numbers using different representations, including the number line.
	Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
	Read and write numbers to at least 100 in numerals and in words.
	Use place value and number facts to solve problems.
	Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
	Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods.
	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
	Add and subtract numbers using concrete objects, pictorial representations, and mentally.
	A two-digit number and ones.
	A two-digit number and tens.
	Two two-digit numbers.
	Adding three one-digit numbers.
	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
	Find different combinations of coins that equal the same amounts of money.
	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.



Date of unit	
Delivered by	



Lesson 1 Sue Lee's Dilemma

You will need:

- Hero or Zero – Interactive Storybook.
- **RESOURCE 1.1**
Discussion pointers
- **RESOURCE 1.2**
Dilemma Cards – enough for each pair or group (cut and folded).
- **RESOURCE 1.3**
Stop and Think sheet – enough for each pair or group.
- **RESOURCES 1.4 – 1.5**
Storyboards – enough for each pair or group.

Lesson Outcomes

Children will explore a range of feelings and skills related to safety and decision making, where the temptation to acquire money may be influencing what they do or feel.

The Activity

- Read the story and discuss, using the discussion pointers provided in the teacher notes.
- Next, focus on the part in the story where Sue faces a dilemma. Distribute the appropriate Dilemma Card with possible outcomes and discuss what they think they should do.
- Once they have chosen an outcome ask them to 'test' it out, exploring the possible consequences using the Stop and Think sheets. Repeat this process for each of the dilemmas. Alternatively you can discuss and/or use role play to further explore the issues.
- Next ask the children to either write the alternative ending for the story based on Sue 'doing the right thing' or alternatively complete the Storyboard provided. Encourage them to be creative in changing the course of events.
- The Storyboard concentrates on the key skills Sue needs to develop to keep safe and manage the situation. Encourage the children to identify these skills.
- There is an option to add extra speech and thought bubbles so you can work as a group with a single storyboard.
- Ask the children to use role play to practice the skills that they have identified for Sue.

Take the
quiz here




1. The Medal

- What do we know about the medal?
- Do you think Mrs Goleska meant for the medal to go to the charity shop?
- Would it be okay for the charity shop to sell Peter Goleska's medal of honour?
- Is it precious to Mrs Goleska? Why?
- What could it be worth in money?

2. The Lady

- Do you think it is okay for Sue Lee to take the money from the lady?
- Is it okay for the lady to buy the medal from Sue Lee?
- Why do you think she wants her to go outside with her?
- Should she go with her?
- What could happen if she did?



 Cut out individual cards, fold on centre line and stick back to back

Dilemma A

The lady has asked Sue Lee to step outside the shop in secret.
She has offered to give her £20 for the medal that she found in the things that Mrs Goleska sent to the charity shop.
What does Sue Lee do?

Outcome A

Sue Lee goes outside the shop with the lady
What happens next?

Dilemma B

The lady has asked Sue Lee to step outside the shop in secret.
She has offered to give her £20 for the medal that she found in the things that Mrs Goleska sent to the charity shop.
What does Sue Lee do?

Outcome B

Sue Lee decides not to go outside with the lady
What happens next?

Dilemma C

The lady has asked Sue Lee to step outside the shop in secret.
She has offered to give her £20 for the medal that she found in the things that Mrs Goleska sent to the charity shop.
What does Sue Lee do?

Outcome C

Make up your own ending

If Sue does this

Could it make someone feel bad?
Who / why?

Would it be safe?

Is it right or wrong?

How might Sue be feeling inside?

What could happen next?

Has Sue done the right thing?


If Sue is not sure who might help her to decide what to do?

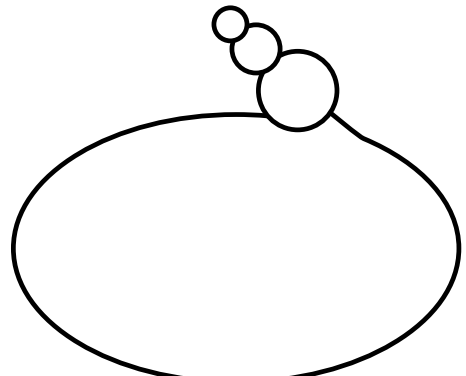
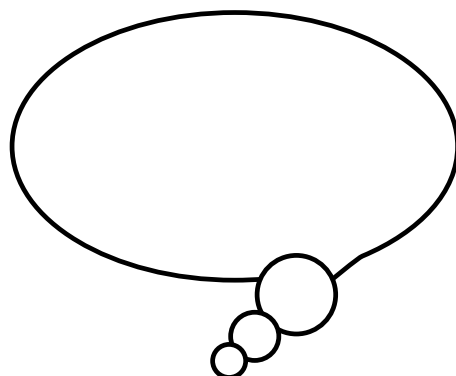
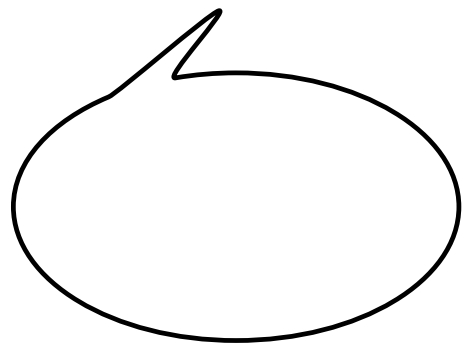
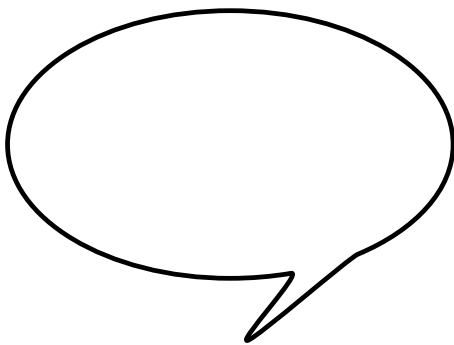
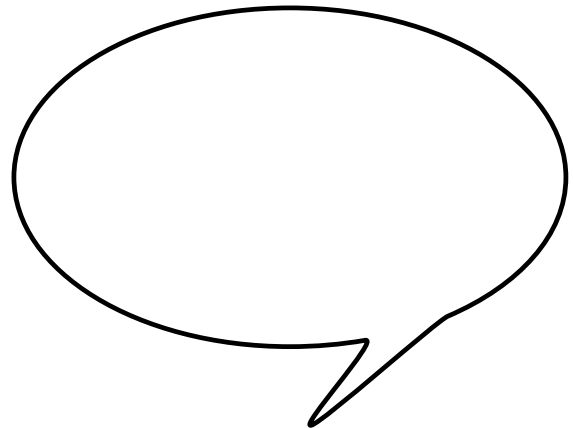
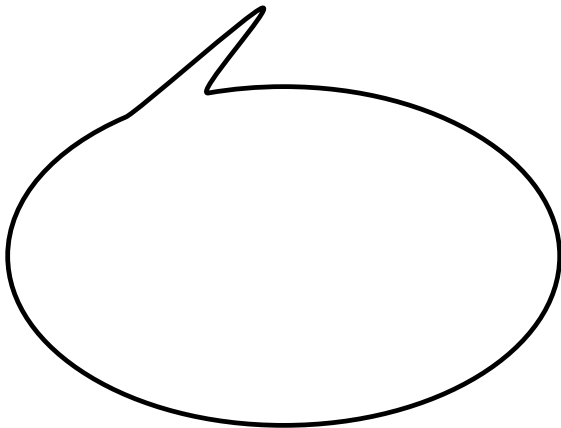
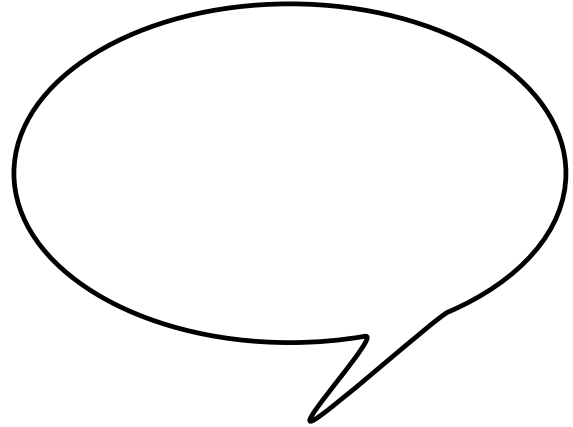
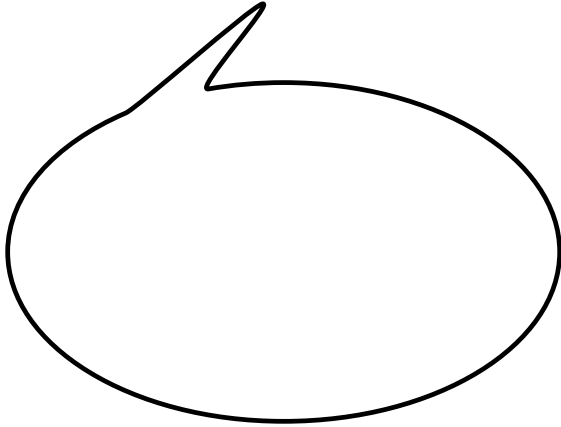
What could Sue do?



What could Sue say?



 Extra speech bubbles to cut and stick on storyboards





Lesson 2 Irreplaceable You

You will need:

- Hero or Zero - Interactive Storybook.
- **RESOURCE 2.1**
Character Cards - enough for each group.
- **RESOURCE 2.2**
Scenario Cards - enough for each group.
- **RESOURCE 2.3**
Character Exploration Sheet - enough for each group.
- **RESOURCE 2.4**
Speech Bubbles - as required.
- **RESOURCE 2.5**
Risky Situations display stars.

Lesson Outcomes

Children will develop safety skills in relation to risky situations involving the temptation of money.

Children will explore the emotional value attached to sentimental objects.

The Activity

- Using the Hero or Zero - Interactive Storybook and the Storyboards from the lesson 'Sue Lee's Dilemma' as a stimulus, ask the children to work in groups of a minimum of 5 and to take the following roles;

Sue
Sue's friend/s
Suspicious Lady (or man)
Shop assistant
Mrs Goleska
Children may also bring in other characters (parent, police etc) as the role play develops.
- It might be useful to help them to prepare by exploring their characters using the Character Exploration Sheet. Ask them to consider how their character might behave and feel in the scenario. You can also use this sheet as a reflection exercise after the role play.
- Distribute the Scenario Cards. Ask them to prepare a role play from one of the scenarios in their character roles.
- Encourage them to identify clear strategies and skills to manage the situation. It is useful to reinforce good spoken responses. Repeat them clearly and write each in a Speech Bubble. Stick the bubbles on the wall in a row, leaving space underneath them. Ask the children to think of different risky situations and record each on a Risky Situations display star.
- Ask the children to try to match their risky situation with one or more of the statements in the speech bubbles on the

wall. Hopefully many of the statements/responses will be transferable to other risky situations. Add these to your display.

- Focus on the most generic and practice these through role play. e.g. "No thank you, it might not be safe" and any risk scenario.

Take the
quiz here



My character is

Sue

My character is

Sue's Friend

My character is

Suspicious Woman/Man

My character is

Shop Assistant

My character is

Mrs Goleska

My character is

My character is

A

Sue's friend tries to persuade her but Sue refuses to go outside with the suspicious lady/man and returns to Mrs Goleska with the medal.

B

Sue and her friend decide to give the medal to the charity shop and then go back to Mrs Goleska who is looking for the missing medal!

C

Sue's friend/s persuade her to go outside and take the money from the stranger.

D

Your scenario.

CHARACTER EXPLORATION

Name of your character: Age:

What do we know about them?

.....

How do they **feel** in your scenario?

.....

.....

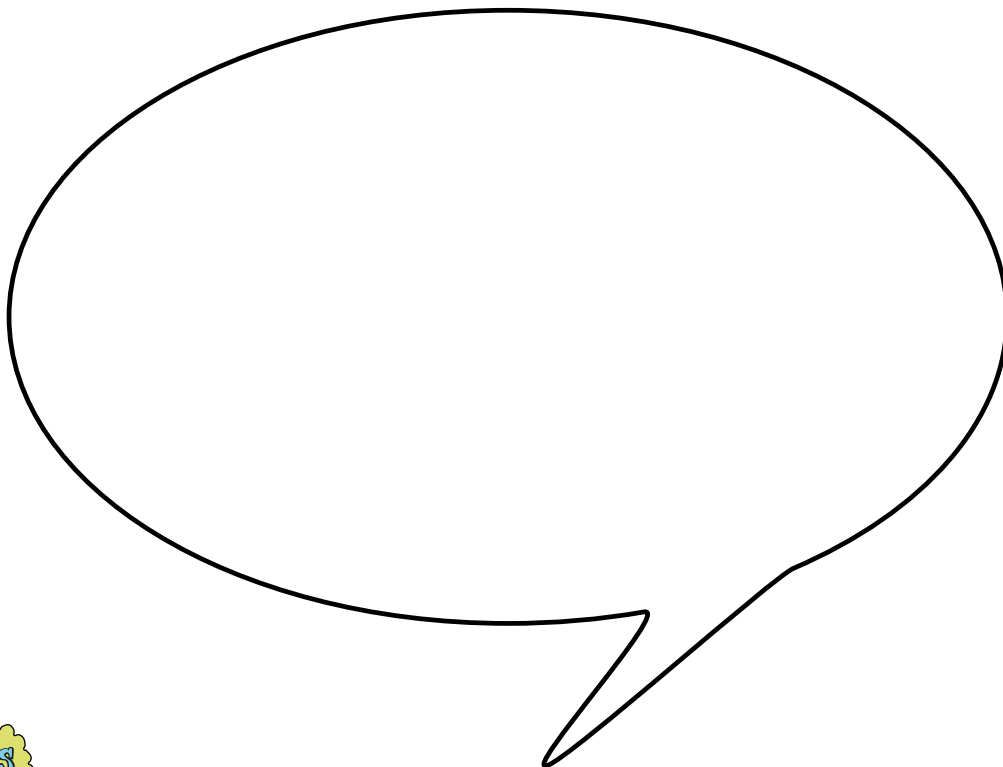
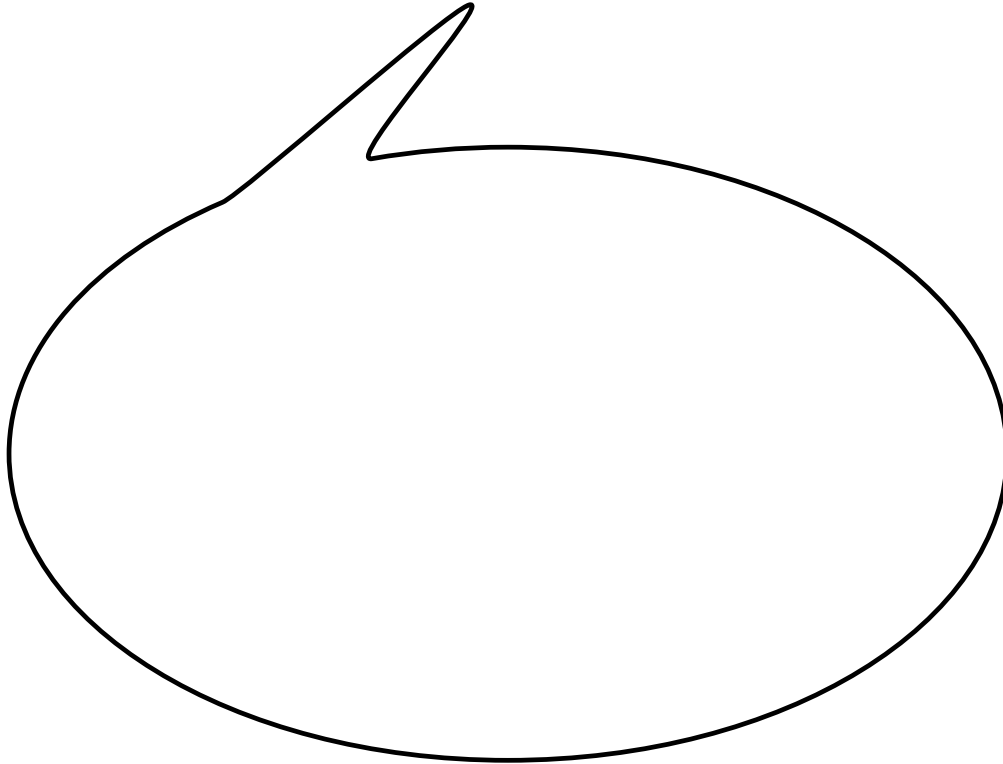
How do they **behave** in your scenario?

.....

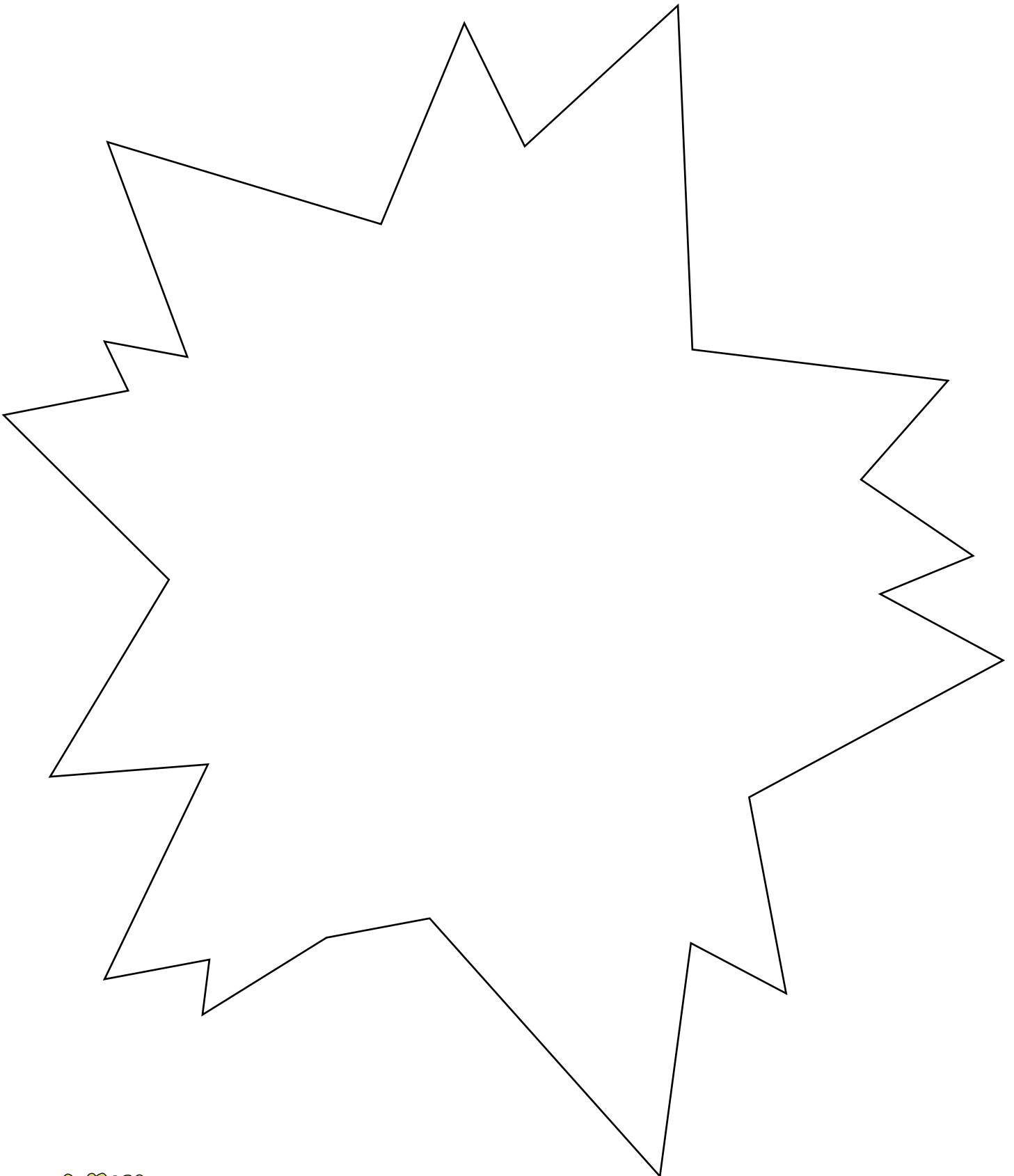
.....

Why do they behave that way?

.....



RISKY SITUATIONS DISPLAY STAR





Lesson 3 New to You

You will need:

- Sue's Shopping Calculator either within Hero to Zero Interactive storybook or in calculator tab (this activity requires individual computers).
- **RESOURCE 3.1**
Paper Charity Shop Price List Sheet - enough per pair.

Lesson Outcomes

Children explore the value and pricing of second hand items. They consider how much monetary value is lost over time and the historical and sentimental value of items. They consider the histories of items and how their usefulness may alter over time.

FOR GUIDANCE -
approximate prices when
bought new

Tee shirt	£7.50
Animal book	£2.00
Ball	£3.50
Snakes & ladders	£5.00
Skipping rope	£2.50
China dog	£6.50
Bike	£45.00
Pencil case	£3.50
Necklace	£6.50
DVD	£9.50

The Activity

- Using the Sue's Shopping Calculator linked from the back page of the Hero or Zero Interactive Storybook, or in calculators on the website.
- Ask the children to try to spend Sue's £2 in the charity shop.
- Compare the different shopping baskets they come up with. This can be done as a whole class/group with the interactive whiteboard and/or individually or in pairs on the computer. Remember, they don't have to spend all the money. If they have previously done the activities linked to 'Do the Right Thing' Interactive Storybook it may be useful to reference these when doing this activity.
- Using the Charity Shop Price List, ask them to consider what it is worth and put a price on the item, now it is second hand. Allow them to disagree with the prices shown if they wish and to justify the change in light of their discussion.
- Ask the pupils to compile the revised, final price list for the charity shop. Do this by

collecting their prices together. If the children have set different prices for the same item you will need to debate and come to a consensus (or vote as a group) on the price.







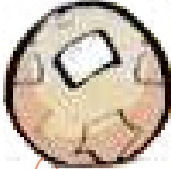













Extend: Mathematics

- Allocate one of the following amounts of spending money to each pair and use the charity shop calculator (on computer) £1, £2, £5, £10, £20, ask them to choose what they would spend their money on in the charity shop and why.
- Can they work out what change they will get?
- Can you find out 2/3/4 ways for Sue to spend all the £2.00?
- If the charity shop decided to charge half the original price, could you work out what that would be?

Take the
quiz here



CHARITY SHOP PRICELIST

A Charity Shop is a special shop that sells new and used items to raise money for the charity they represent. The shop has to be clear about which charity it supports e.g. Mind, British Heart Foundation, Cancer Research UK. It has to be a properly registered and legal charity.



This is so we don't confuse it with a 'second hand shop' which sells used items to make money - but the money goes to the shop owner and not to a good cause!

The shop is often staffed by volunteers. This means they work for no money because they also want to help the charity. The volunteers might get some help with their bus fare to get to the shop to work. Volunteers are fantastic, kind people who give their valuable time to help others.

The shop gets its items from people who give or 'donate' their old things to the shop for free so the shop can sell them. They like to have nice things and clean clothes so they are ready to sell. Sometimes people put rubbish or even smelly nappies into the bag of things they donate - this isn't very nice for the volunteers and they have to throw away the broken things or things that are too old and smelly to sell.

Remember - a charity shop is not a dustbin!

If you donate some things to a charity shop make sure they are clean and folded nicely and that any toys or games are complete and working okay. This will really help the volunteers.

Charity shops need to be careful about selling electrical items because they could be very dangerous if they are not working properly. They have to have these items tested to check they are safe before they sell them.

Don't donate faulty or broken electrical items to charity shops, they cannot afford to fix them and they can't sell them.

The money from the shop goes to the charity to help them do the good work they do. It is all written down and proper records, called accounts, are sent to the Government Department called Revenue, each year. Revenue will help the charity by letting them pay less tax than normal shops.

Lesson 3 New to You - Differentiated version

You will need:

- Sue's Shopping Calculator either within Hero to Zero Interactive storybook or in calculator tab (this activity requires individual computers).
- **RESOURCE 3.11** Charity Shop Price List/Object Cards sheets - enough per pair (one intact and one cut up).
- **RESOURCE 3.12** Story of the Object sheet - enough per pair.

Lesson Outcomes

Children explore the value and pricing of second hand items. They consider how much monetary value is lost over time and the historical and sentimental value of items. They consider the histories of items and how their usefulness may alter over time.

Preparation

- Using the Sue's Shopping Calculator linked from the back page of the Hero to Zero Interactive Storybook, or in calculators on the website, ask the children to try to spend Sue's £2 in the charity shop. Compare the different shopping baskets they come up with. This can be done as a whole class/group with the interactive whiteboard and/or individually or in pairs on the computer.
- You can extend this activity by allocating one of the following amounts of spending money to each pair, £1, £2, £5, £10, £20, and using the charity shop calculator (on computer), ask them to choose what they would spend their money on in the charity shop and why.

Remember, they don't have to spend all the money.







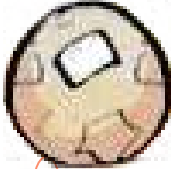












The Activity

- Working in pairs, distribute the object cards so each pair has one.
- Using the Story of the Object sheet, ask them to make a history for the object; who owned it, how they felt about it, when they bought it and how much it cost at that time.
- Ask them to think about how much it might cost to replace it with a new one.
- Using the Charity Shop Price List, ask them to consider what it is worth and put a price on the item, now it is second hand. Allow them to disagree with the prices shown if they wish and to justify the change in light of their discussion.
- Ask them explain how they arrived at the valuation, what value has been lost/gained over time and why.
- Next, ask the pupils to compile the revised, final price list for the charity shop. Do this by collecting their prices together. If the children have set different prices for the same item you will need to debate and come to a consensus (or vote as a group) on the price.

Take the
quiz here



CHARITY SHOP PRICELIST

THE STORY OF THE OBJECT

Put object
card here

My Object belonged to:

It is old.

It cost them

It came to be at the charity shop because:

This is how they felt about the object when it was new to them:

This is how they feel about the object now:

Their feelings about the object changed because....

Now it is worth

Because

.....

