



Lesson 1 Sharing the Chores/Jobs at Home

You will need:

- 'I Want It!' Interactive Storybook KS1/2
- **RESOURCE 1.1**
Build-a-Family cards (prepared) - 1 set per group or pair.
- **RESOURCE 1.2**
Task Cards (prepared) - 1 set per group or pair.
- **RESOURCE 1.3**
Could I help with that?
- **RESOURCE 1.4 - 1.5**
Chore/job challenge survey/ Different views on chores/jobs activities - per child

Lesson Outcomes

Children explore being part of a family and the individual's contributions to the running of the household. They consider roles and responsibilities in the home and if and when young people should be paid, or not, for doing jobs around the home.

The Activity

Using the Build-a-Family cards, ask the children to create a family, alternatively they can draw a picture that represents their understanding of a family (or even their own family).

Ask them to write who they are on the card (e.g. Dad, Mum, Grandad).

Remember to be sensitive to those who may have different family structures and roles, e.g. those of different cultures, living with single parents, same sex parents etc.

Using the prepared task cards, ask the children to allocate the jobs and household tasks to each of the family members.

Ask them to think about which tasks each person might be able to do (or usually carry out).

Encourage them to think about how families work together to run a household but also to consider any stereotypes they may have about the division of labour in the home.

Ask them explore and justify why they have allocated jobs to particular people.

Finally ask them to identify jobs that should be done for free because they are part of being a family and jobs that they might be paid for doing.

Create a display, placing the job in the centre and pictures of all the people who could do that job around it (you may need several sets of cards to do this so more than one family can do that job).

NB: Values will vary but encourage the children to acknowledge different perspectives. Try to find a balance between valuing different cultural roles and colluding with stereotyping. It may be useful to acknowledge that there are many interpretations of family roles, particularly around gender.

Working Together: Activities to Explore at Home

Ask children to take home a copy of the appropriate homework activity KS1 (Could I help with that?) Or KS2 (Chore/Job Challenge Survey and Different views on chores/jobs

questionnaire) and complete them with member/s of the family/suitable adult. Return completed sheets to school. Collate, discuss and compare as appropriate.

Extend: Mathematics KS1

Ask children to display the class results as a Venn diagram showing which chores people felt should be done for money / kindness / both.

Extend: Mathematics KS2

Children suggest an appropriate frequency diagram e.g.: bar chart or pictogram) to represent particular data from the Chore/Job Challenge Survey and different views on chores, and decide upon the units/scales involved.

Children look at the amounts of money parents would be willing to pay for certain jobs in terms of mean, median and mode.

Discussion including fractions and percentages. E.g.: "Is it true that over half of parents questioned think that...?"

Extend: English KS2

Children prepare reports from data.

Children write to parent/carer, putting the case to persuade them to allow them to help with a new [chosen and safe] chore. They can negotiate a small payment (if it is appropriate to their family culture) based on the research conducted by the class.



Lesson 2 Exploring Needs and Wants

You will need:

- 'I Want It' KS1/2 Interactive storybook.
- **RESOURCE 2.1**
Needs and Wants sheet – per pupil, group or pair and a copy for each child to take home.

Lesson Outcomes

Using a range of needs and wants, including basic human needs, children are encouraged to consider some of the priorities that adults may need to set when operating with limited funds and how this might affect them and their family.

The Activity

- Read interactive story – on page 8 the book shows the discussion icon.



Stop here and have a brief discussion using the following pointers:

- What does mum mean when she says she can't afford to buy things?
- Why can't she just get everything Tara wants?
- Where does the money come from to pay for these things?
- Can Mum get as much money as she wants?
- Children may not yet understand that the cashpoint machine/purse/card isn't an endless supply of money – be gentle with them!
- Next, using the Needs and Wants sheet, ask children to decide which of the items in the pairs is most important to buy if it is only possible to have one item. You can use the sheet per pupil or you can cut into cards and distribute amongst the children to promote discussion.

Some key prompts may include:

- Does it help all or just some of the family?
- Can you do without it?
- Could you wait for it?
- Would it be selfish to have it / would others suffer?
- Do you NEED it or just WANT it?

Extend: Mathematics

- Children record results in simple lists, tables, pictograms and block graphs.
- More able pupils can use one symbol to represent multiple units.

Working Together: Activities to Explore at Home

Ask children to take home a copy of the Needs and Wants sheet and complete them again with member/s of the family/suitable adult. Hopefully this will facilitate discussion on the difference between adult and child perspectives on wants and needs.

Return completed sheets to school. Collate, discuss and compare as appropriate.



Lesson 3 Exploring Needs and Wants

You will need:

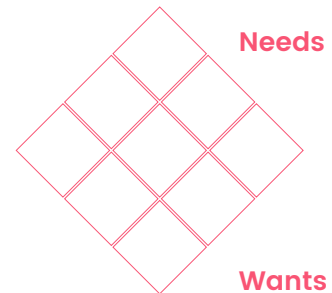
- 'I Want It' KS1/2 Interactive storybook.
- **RESOURCE 3.1**
Diamond 9 cards prepared
- per pupil, group or pair.

Lesson Outcomes

Using a range of needs and wants, including basic human needs, children are encouraged to consider some of the priorities that adults may need to set when operating with limited funds and how this might affect them and their family.

The Activity

- The purpose of the activity is to stimulate discussion about how families may prioritise spending on essentials and to help children understand that when money is scarce there are choices and sacrifices that may need to be made.
- Using the Diamond 9 cards ask the children to work in groups and try to place the cards into a diamond formation, putting the things that are the most important need (things you cannot do without) closest to the top and the things that are less essential or something that is a want towards the bottom. Some may be both wants and needs, these can take the centre positions. There is a blank diamond for them to substitute one of their own ideas.
- They will need to discuss and negotiate the position of the cards and try to reach a consensus. It is this process that is the key point of the activity. It is more important that the issues and differences are discussed rather than deciding on an outcome.
- Encourage them to discuss with the class where they have put them and why they have prioritised the things they have.



Note: An awareness of the theory of Maslow's Hierarchy of Needs may provide useful background for teachers. There is plenty of material on this on the internet. You can use the blank diamond to make your own set of wants and needs, or adapt the content to suit the class.