

**LifeSavers
Parent workshop
Delivery notes**

Parent Workshop Overview

Time:	<p>These resources are designed to support a workshop for parents/carers of between 40 and 60 minutes dependent on time available for discussion and active learning.</p> <p>This session can be run with parents alone, or with parents and their children together.</p>
Overview:	<p>A teacher (or possibly a volunteer who has been trained) can deliver this workshop, it is an opportunity to share with parents/carers the financial education work the children could be engaged in through the school's participation in LifeSavers, and to discuss the importance of financial capability to children's wellbeing.</p> <p>Crucially the session is designed to give parents and carers the confidence to support their child's learning at home.</p> <p>There are a range short activities to choose from which can be delivered during this session depending on the time available.</p>
Learning Objectives:	<p>The aims for parents attending the workshop are:</p> <ul style="list-style-type: none">- To know about LifeSavers, why financial capability is important for children and why we teach it in school- To know how they can help support their child's learning at home- To increase their confidence in discussing financial matters with their child
Resources:	<p>Provided:</p> <ul style="list-style-type: none">PowerPoint presentation and delivery notes to guide the sessionMoney journeyFacsimile £20 notePurse and coinsNeeds and wants cardsRunning a houseSample payslipJob cards <p>Required:</p> <ul style="list-style-type: none">Sticky notesInteractive whiteboard/Internet access

Workshop Outline:

Icebreaker activity, Aims & Introduction (slides 1 – 10)

Ask the parents to introduce themselves to the person next to them and to discuss the glossary of terms.

Give a brief overview of the LifeSavers project and financial education that their child may be experiencing in school, the key points about parental involvement and provide an opportunity for parents (and children) to have a go!

Main activity (slides 11 – 17)

Use the **£20 note activity** as it provides a good backdrop to everything you will want parents to think about from 'how things have changed', to emotions and attitudes around money and what we can do with our money - especially saving.

Getting involved (slides 18 – 26)

Use core slides to give them some ideas about what they can do to help their children learn about money and the activities available in the workshop.

Description/Key points for facilitator	Resources
<p>Icebreaker activity</p> <p>Ask the parents to introduce themselves to the person next to them and to discuss the Glossary of Terms on the ppt. How many do they know? How many do their children know?</p> <p>Bob - Shilling Shrapnel – Change in your pocket Wedge – a number of notes Pony - £25 Monkey - £500 Score - £20 Grand - £1000 Lady Godiva - Fiver Ton - £100</p> <p>Highlight the workshop aims and ask the parents “<i>Why do our children need to learn about money?</i>”</p> <p>They should write their response on a sticky note and place on the money journey. Give each parent a facsimile £20 note to reward them for this.</p> <p>You can return to the journey as you talk about the things they can do at home later in the workshop (from slide 18 onwards).</p>	<p>PowerPoint presentation Slides 1-3</p> <p>PowerPoint presentation Slides 4-5</p> <p>Sticky notes Money Journey Facsimile £20 notes</p>

Aims and Introduction

What is Lifesavers and financial education?

Highlight your key thoughts around what financial education is (why is the school giving the children learning opportunities around it) and the key points and aims of the LifeSavers project;

- Increase no. of children saving regularly and with a good age-appropriate understanding of money;
- Support the inclusion of financial education within the school curriculum;
- Encourage parents to get involved in their child's financial education and create opportunities for them to enhance their own financial capability;
- Increase active membership of credit unions; and strengthen links between the school and the community (including churches) and credit unions.

Key points...

The workshop aims to explore some of the ways parents can get involved in their children's financial education, to help them gain some concrete experiences that will give them skills to manage money in the modern world.

Where did you learn about money?

Ask the parents who or where they learnt about money from? What were their childhood memories and experiences around learning about money?

Ask them for their thoughts on their child's knowledge and experiences of money. How many times has their child asked them to buy something in a shop, or pay for something online? Allow time for discussion and interaction between parents.

Why is it important for our children to learn about money?

You can return to the money journey here to pull out and highlight the contributions parents have made.

Key points...

- The economic landscape is changing and we need to ensure our children are equipped to manage their money well
- Learning how to manage money is an essential skill
- It's never too early to learn basics of money management
- Your children will almost certainly be making money decisions earlier than you did
- The world is very different; money management is increasingly complex
- Technology has made money an abstract concept

PowerPoint presentation Slides 6&7

PowerPoint presentation Slide 8-9

PowerPoint presentation Slide 10 Money Journey contributions

Description/Key points for facilitator	Resources
<p>Main Activity</p> <p>What do we use our money for? Here you return to the £20 note.</p> <p>We started with the £20 – giving it to people as a ‘reward’ for having introduced themselves. Now ask parents what they would do with their £20 and record their ideas on white board or flipchart.</p> <p>Conversation could range from save, spend, blow it, donate it, gamble it. As it’s a ‘windfall’ they may be more inclined to blow it, whereas if it had been earned attitudes might be different. Some will be more risk averse than others etc.</p> <p>Use the questions on the slide to guide discussion and to demonstrate that we all have different financial experiences that shape our attitudes. Some responses may also have highlighted that with additional knowledge we might make different spending choices.</p> <p>Some key points to make could be;</p> <ul style="list-style-type: none"> • We all behave very differently towards money • Our attitudes are shaped by our life experience and can dictate how we behave towards money • We put value on different things • Some are more risk averse than others. <p>If you have more time you can ask the group what they would do collectively and whether this would be different than individual choice?</p> <p>Or, perhaps ask them very briefly if their answer would have been different if it was £200 or £2000? Does the amount make a difference? Does how they came by it make a difference to what they would do with it? If it was a wind fall or has been hard earned?</p> <p>This activity can be used to highlight that understanding the value of money can be hard for children, that we have to consider that our feelings about money might not be the same as others, and that we all have choices to make and our own priorities etc. – however much money we have!</p> <p>Slides 14 and 15 show a set of responses from a child about what they would do with £20 before they had done any money related activities, and then afterwards. Highlight some of the</p>	<p>PowerPoint presentation Slides 11-16</p>

<p>differences.</p> <p>Key points...</p> <ul style="list-style-type: none"> • That we all have different needs and wants • These can change depending on circumstances and in relation to others • We need to learn certain things to be able to manage our money well. It is the same for children. <p>What do you and your child need to know? Understanding where money comes from, how it works, and how the impact the choices people make affect them.</p> <p>We need to connect children with these ideas to help them to understand the role money plays in our lives and how it can affect our wellbeing – through financial education we can develop their financial capability.</p> <p>Key points...</p> <ul style="list-style-type: none"> • Use the slide to go over the basic framework learning outcomes in terms of knowledge, skills, values & attitudes <p><i>Prepare a selection of the below activities in advance to enable learning and discussion.</i></p> <p>What can you do to help? First of all, just talking about money with your child will introduce them to the idea that money is something that everyone uses in one way or another every day.</p> <p>Using the slides and the chosen activities linked to the theme show parents some things they can do to support their child's learning.</p> <p><i>Slide 19</i> Ideas for coin recognition activities include looking at and talking about the different coins we use together. Parents can suggest different small amounts to put in the purse and ask the child to identify the coins needed to make this amount.</p> <p><i>Slide 20</i> Parents can talk about needs and wants with their children using a card sort activity to prompt discussion. Which items on the cards are needs and which are wants?</p> <p>Spending and savings activities are simple ways for families to talk about money:</p>	<p>PowerPoint presentation Slide 17</p> <p>PowerPoint presentation Slide 18</p> <p>PowerPoint presentation slides 19 – 22</p> <p>Purse and coins</p> <p>Needs and wants cards</p> <p>Template £20 note Money Journey</p>
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- What could they do with £20?
- Can they involve the whole family in budgeting for a holiday or weekend plans?
- What about creating a family Money Journey with things they would like to do and how they are going to save for them?

Slide 21

When you're out shopping create some challenges like a treasure hunt for the best value product? Can they pay at the checkout and check the change?

If possible, ensure your child's toy box has some shopping role play opportunities, play food or tills. Or use food items or toiletries to create your own shop at home.

Slide 22

Do the whole family know how much it costs to run a house?

Which room is the most expensive?

What do the adults have to pay for – water, electricity, gas etc, and what does this mean – lights, heating, phone chargers etc. Is there anything that children can do to help? Turning off lights, unplugging phone chargers etc.

Parents and children could even look at energy bills together and visit comparison sites to see if they can save money on their bills!

Slide 23

Talk about where money comes from with children, and about what adults need to pay for before they can spend any money on the things they want.

Use the example payslip to talk about the money that people are paid, and the deductions that are made from it.

What is tax and national insurance used for – emergency services, NHS etc

Talk about different types of jobs and their pay, why do some jobs pay more than others – the skills needed to do the job etc.

Use the slides and these notes to highlight different activities families can do together to develop their learning around money.

If you have time allow parents to share their own ideas and if parents and children are attending the session get them to have a go at the activities available for them to see.

Running a House

Sample Payslip and Job Cards

<p>You could supply a pack of ideas and resources for them to take away.</p>	
<p>Pick and Mix Remove or include these slides dependent on relevance:</p> <p><i>Credit Union Slides</i> If you are going to, or have already, set up a savings club with a Credit Union Or If simply to raise awareness of Credit Unions for Parents</p> <p><i>Getting more involved... (include your own ideas here)</i> Spreading the word to other parents and people in the community Sharing your knowledge about the savings club and the local Credit union. Volunteering to help to support the school savings club if there is one Encouraging their child to join the savings club if they haven't already</p>	<p>PowerPoint presentation Slides 24 - 26</p>
<p>Q&A Give parents an opportunity to ask any further questions</p> <p>Thank you and close</p>	<p>PowerPoint presentation Slide 27&28</p>