MONEY BUZZ - UPPER KS2 - PILOT

Key: *Italics are optional or extension activities*
Materials in red are provided by MyBnk

Outcomes
1. YP increase knowledge of energy consumption in context of overall cost of living
2. YP understand range of actions to reduce energy waste and promote fuel savings
3. YP can conceptualise future consequences of their own and others' energy use

Section/objectives	Method	Hints & Tips	Materials	Time
Introduction Welcome, introduce self and MyBnk with session objectives. State that Money Twist was all about money and that Money Buzz is all about saving energy, as this can save us money too. Ground rules for the session / day. Go through Key Vocabulary that will be in today's session. ***Optional*: *Team Names:* YP build a sense of 'team'** Get tables (of 4-6) to give themselves a team name for the day. They can write their team names on a folded sign to be placed on their tables, and then written up on the whiteboard/flipchart for the trainer to track points. Team names can have an energy or money theme. YP gain points throughout the session and become 'energy experts' at the end.	Trainer input	Use the introduction to get YP excited about the session, but also set some ground rules about behaviour, e.g. hands up before talking. Let the students know that they will also be receiving some MyBnk Money Buzz Activities including some exciting comics to take home & do with their families! For shorter sessions, smaller classes or where teams may not be deemed appropriate, YP can keep score individually throughout session on whiteboards.	PowerPoint *Name labels if preferred* *Whiteboards* *Family Challenges, Teacher resource and comics*	5 mins
Money Quiz: YP start thinking about… Present quiz questions and get the class to show answers A, B, C, or D on whiteboards (either as team or individually). Keep track of group scores. Use the quiz to review key messages from MT KS2:	Class quiz Trainer input	Keep the quiz snappy Use quiz to gauge the class, their behaviour, and energy.	PowerPoint Whiteboards Markers	5 mins

• Q1 attitudes > habits > consequences • Q4-6 needs and wants, prioritising > energy consumption e.g. heating is a need we can't forget • Q7 budgeting and risk		Extra information is listed in the "Notes" section for each respective PPT slide. If it has been a while since MTKS2, spend some time building on this knowledge.		
Section/objectives	**Method**	**Hints & Tips**	**Materials**	**Time**
YP understand range of actions to reduce energy waste and promote fuel savings **Being smart with your money:** *"So we can agree it is important to be smart with your money…"* Run through list of ways on PowerPoint. Ask class the definition of ''habit'. "So a habit is…" Take responses and lead to, "*an action/… done repeatedly"* and give a few examples of habits in daily life e.g. brushing teeth. Link this to smart money habits. *"So just like we have smart money habits, we can learn smart energy habits…."*	Class thought shower	Encourage YP that they can all be smart with money and help others to be too. Use class questioning & repetition to drill down the fact that habits are: • Actions that are performed regularly ('over and over') • We often do them without thinking • They have consequences (good or bad) What could be a smart energy habit?	PowerPoint	3 mins
Wasteful: YP watch 'Wasteful' video.	Video	Draw out the key message that…	PowerPoint	5 mins

• Tell YP that they will watch a video that shows people that have some wasteful habits. Some of them might look ridiculous, but one of the habits is probably something they or their family have done... • Ask YP to look out for which wasteful activity they, or someone in their family are most likely 'guilty' of. • Explain that using energy costs money and that by saving energy, we are also saving money.	Class discussion	To avoid being wasteful of your family's finite money supply and the environment's finite natural resources, use only what you need. Transition to next section with: *"If we have wasteful habits like leaving the light on, we can actually be costing ourselves more money."* *"We need to use energy to live, but did the people in this video NEED to leave the light on when they left the house?"*	Video "Wasteful"	

AVERAGE COSTS OF LIVING				
Section/objectives	**Method**	**Hints & Tips**	**Materials**	**Time**
YP increase knowledge of energy consumption in context of overall cost of living **<u>Average Costs of Living:</u> YP review the average living costs in the UK.** Ask YP if they remember how much it costs, on average, to live in the UK. Run through the average costs of living on the PPT slide while reminding YP that these areas are what adults NEED to spend money on every month. Ask, *"Is there much room left for 'wants'?* Ask, "Is there anything we can do to help change this?"	Trainer input Class thought shower	Draw out the key message that… You can give some examples for how some items are hard to change e.g. *"Can you tell the council you're not going to pay council tax this month?" "Can you decide to just not pay your rent for a few months?" "No! So what can we change?"*	PowerPoint	3 mins

		Transition to next section with: *"You can actually help with those average costs by being thoughtful of how your actions could increase or decrease the family's bills."*		
Bust the Bills: YP generate a quick selection of ideas about how they can reduce cost of bills. Tell YP they are going to be thinking about ways to help their families reduce their bills. Assign one bill to each group and ask YP to write down as many ideas as they can in 60 seconds on how to reduce that specific bill. • Model an example with a bill that is not assigned to one of the groups OR not on the board e.g. monthly movie subscription (shop around online for best prices, see if a family member or friend will share their log in details and split the cost with you).	Class input Trainer input	Take YP ideas and offer extra information after each answer. • Extra information is listed in the "Notes" section of the relevant PPT slide Transition to next section with… "We're going to think more about saving your family money with the electric/gas aka 'energy' bills by identifying some common things you might have in your home that use energy."	PowerPoint Whiteboards Markers	7 mins
ENERGY CONSUMPTION & COSTS				
Section/objectives	**Method**	**Hints & Tips**	**Materials**	**Time**
I have, Who has: YP identify items in the home that are powered by energy. Tell YP that each group will have an identical set of 16 shuffled cards that need to be put in order. Each card will contain an energy-using item and underneath this, a clue for what the next item card will be. The goal is for YP to work through the cards	Kinaesthetic group activity	Tell YP you'll be using a timer to see if they can beat the last school's time (e.g. 4 minutes). Give them a starter card e.g. *"I have a dishwasher! Who has an*	PowerPoint	10 - 13 mins

together, so that they can be joined together to make a continuously connecting circle. • Model an example with a different topic e.g. “If we were doing this with cards that were talking about subjects at school it might sound like this, ‘I have English, who has a subject using figures, multiplication tables, and word problems? The person standing next to me would say, I have… maths. Who has a subject investigating the world of animals, nature, and planets? I have science... etc. • Go around the class checking that all YP are on the right track. • Tell them to say “BUZZ” when they’re finished putting cards in order. Come to the conclusion that all of these appliances use energy and that many of us have these in our homes. Do we think about how much we are using them and how we can help our families cut costs through this?		*item that if you leave too long…” (card cont.)* A common mistake is matching up the phone charger card to washing machine instead of dishwasher. This can be the example/starter card to reduce challenge. Remind YP that teamwork is the key – they need to look at all the cards together to make sure the order is correct. For groups that finish quickly, they can split up to help other groups. Draw out key message that… *You CAN be smart about how you use these items, which means you CAN save your own family money as well as save the environment!* *You can award points just to the winning group, OR to all groups but with more points depending on how quickly they finish.*	A7 I have, Who has cards (16 per group)	
Section/objectives	**Method**	**Hints & Tips**	**Materials**	**Time**

YP can conceptualise future consequences of their own and other's energy use **<u>Saving the environment:</u> YP learn how energy production and consumption affects the environment.** Explain: *"For energy to be available to power the items in our homes, it has to be created. A lot of the world's energy is created by burning what are called 'fossil fuels'. These are coal, oil, and natural gas. When we dig or mine for these natural resources we impact the environment. This is why global warming and climate change have occurred."* Examples of renewable energy which are not finite (can be made again and again) and are *often* better for the environment, are solar power, biomass and wind power.	Trainer input	You can start by asking the YP where they think energy comes from. Stress that using fossil fuels means energy is a FINITE resource i.e. not only are they destroying our environment, they will not last forever. Transition to next section with, "Now that we know where energy comes from, which items in the home use energy and how it's up to us to take the lead and be responsible! Let's see which items use more or less energy in our homes."	PowerPoint	3 mins
Can Do only this OR Power Hungry if time limited **<u>Higher or Lower:</u> YP discover which household items use more or less energy** Explain that there will be two items on screen, the trainer will say the name of one item, YP stand if they think that is the higher energy consuming/costing item OR sit if they think that's the lower energy consuming/costing item. Either stand/sit as a whole team, OR individually and count if more of less members of the team got the answer right / the number of people who get it right is the number of points the team gets.	Trainer input Kinaesthetic group activity	Offer extra information after each answer; information found in follow-up textbox animation. Stress the point that although an item may use more energy at one time, using a low-consuming item constantly is also using a lot of energy and will cost money.	PowerPoint	5 mins

Can Do only this OR Higher or Lower if time limited **<u>Power Hungry:</u> YP predict order of items from least to most energy using** Ask 9 volunteers to come to the front of the classroom and hold up an A3 laminate with the name of an energy-using item. The rest of class has to line up the laminates in what they think is the order of energy use from least to most. Reveal answers using numbers on back of laminates or on screen via PPT • *Optional: allow YP to re-order themselves as answers are revealed on PPT* Transition to next section with… "Now that YOU know ways to help your family reduce their bills and which items use the most/least energy; the question is, what if the other people in your family don't know what to do and how to be sensible?"	Group Activity	Take YP ideas and offer extra information after each answer. Extra information is listed in the "Notes" section of the relevant PPT slide	A3 Power Hungry laminates PowerPoint	10 mins
ENERGY EMPOWERMENT				
Section/objectives	**Method**	**Hints & Tips**	**Materials**	**Time**
<u>Energy Empowerment:</u> Now we know the kinds of energy we use in our home. **Tell YP they are already becoming energy experts. Ask YP why it would be important to share their energy expertise with family and friends.** Ask YP to think with their group about how they can help their family members make smart energy saving choices.	Class discussion		*PowerPoint*	*5 mins*

<u>Energy Expert Pledges:</u> YP make a pledge around energy use. Give each YP an energy expert pledge to fill in with something they can promise to do from this day forward to be smart with their energy use. They will also create a pledge about things they will do with their family. Suggest that pledges be hung up somewhere visibly in the classroom or at home to serve as a reminder.	YP input	Model example pledges using the PPT slide and click on 'websites to compare' text hyperlink to show a relevant web page. Time permitting have YP share pledges aloud as 'public commitment' in front of class.	*PowerPoint* *Energy Pledge …* *Energy Expert Badge*	5 mins
Section/objectives	**Method**	**Hints & Tips**	**Materials**	**Time**
<u>Plenary:</u> YP review what's been covered in the session Check back learning by questioning class on topics using PPT. Congratulate YP for their work, thank and encourage them to put their knowledge to good use moving forward. ***Please note that YP will need to complete Endline questionnaires, which may take 5-15 minutes depending on ability.***	Trainer input	Empower YP to go home and share their pledges with their family members as well as complete the Family Challenge activities.	*PowerPoint* *Family Challenges*	5 mins
			Total	**75 - 90 mins**