

Pre-Loved Toys in a Class Shop

ACTIVITY OVERVIEW	SUGGESTED TEACHING AND LEARNING SEQUENCE	
<p>In this activity students will donate a pre-loved toy or game to a class shop. They will earn income and spend it by purchasing something from the class shop.</p> <p>The purpose of the activity is for students to apply a range of enterprising attributes to an activity and reflect on their success in applying them. Students will work with a classroom currency.</p> <p>In completing this activity, students should recognise that the choices we make are determined by individual preferences and the resources we have available to us.</p> <p><i>NB: Pre-loved toys is just one suggestion for this lesson plan, children could make other items to sell at the shop.</i></p>	<ol style="list-style-type: none"> 1. The teacher explains that the students are going to participate in a classroom shopping experience where they will be able to buy someone else's pre-loved toy or game with 'money' that they have earned while working hard at school. 2. The teacher records the enterprising attributes to be applied on the board (see list below) and assists students in identifying these as they work through the process. 3. Each student brings along an old toy or game that they are prepared to place into the class shop. A letter template needs to be sent home for parents to sign giving permission and support for the chosen item to be used in this way. 4. Students negotiate and influence a small group of peers to establish a fair and reasonable price for their toy/game and then convince the teacher to agree. Students could be given about 10 minutes to advertise and market their toy/game to the rest of the class, trying to influence them into buying their item. Students label their items with the classroom currency amount. 5. The teacher begins to allocate currency to the students, acknowledging effort, achievement, values, sportsmanship or whatever the school/class is focussing on for a set period of time. You could use an existing management system if you have one running. Amounts need to be relative to the prices of the toys/games so every student will be able to buy something. Students can record their income in a simple cash book. 6. The shopping day is scheduled and the shopkeeper and customer roles are discussed and assigned so that every student has a turn at each position. 7. The Shopping Day is held with children able to use their income to purchase one item. 	
<p style="text-align: center;">LEARNING OUTCOME/S</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the enterprising attributes they used when preparing for and participating in the shopping day. • Reflect on the choices they made and consider how they were determined. 	<p>Reflective questions/discussion</p> <ol style="list-style-type: none"> 1. What criteria did you use to determine if an item for sale was a 'good deal' or not? What other choices did you have? Would you make different choices if you could do this activity again? 2. In what ways were you able to influence others and how were others able to influence you? What strategies made a difference? 3. How important was it in both roles as shopkeeper and customer to be fair and responsible? Why? 4. Which enterprising attributes did we use well? Give examples. 5. What enterprising attributes do we need to work on? 	<p style="text-align: center;">VOCABULARY FOR THE LANGUAGE WHEEL</p> <p>Contributing Influencing Negotiating Organising Participating Income Working Prices Marketing Opportunity Fairness</p>
<p style="text-align: center;">RESOURCES</p> <p>Some kind of currency, either Monopoly money, maths currency, or something else already used at the school (eg: tokens).</p> <p>Envelope with cash book on front.</p>	<p>Key competencies and enterprising attributes to consider:</p> <p><u>Thinking</u> Generating, identifying and assessing opportunities</p> <p><u>Relating to Others</u> Being fair and responsible Negotiating and influencing</p> <p><u>Participating and Contributing</u> Planning and organising</p>	