**Arthur’s Pet Business levels (1 – 2+)**

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| **Context for learning**  In this activity students will read the picture book ‘Arthur’s Pet Business’. This book tells the story of Arthur who seeks a job taking care of pets to prove he is responsible enough to have a puppy of his own. He is glad that his first job is to mind a dog for a week for a fee, most of which pesky D. W. claims as payment for a debt of Arthur’s!  The purpose of this activity is to highlight financial thinking to students and provide them with an understanding of the key financial messages in this context:   1. We need to be financially responsible. 2. Our personal goals influence how financially successful we are. 3. There is a consequence for each financial decision. 4. We may make different financial decisions from those made by someone else because we have different preferences or circumstances. | |
| **Learning areas**  English, The arts, Health & PE, Languages, Mathematics, Science, Social sciences, Technology  **Learning outcomes**  Students will be able to:   1. describe how Arthur achieved his goals 2. describe the relationship between work and income 3. determine the consequences of Arthur’s decision 4. provide Arthur with advice about the costs of ‘owning’ pets. | **Financial capability progressions**  Budgeting and financial management   * Make simple budget choices that prioritise 'needs' and 'wants'.   Credit and debt   * Discuss the responsibilities in borrowing and paying back.   Setting financial goals   * Identify a short-term money goal and discuss how to attain it. * Set a financial goal as part of planning a project or activity and identify the steps needed to attain it. |
| [Key competencies](http://nzcurriculum.tki.org.nz/Curriculum-resources/Financial-capability/Financial-capability-and-the-NZC/Curriculum#3)  **Thinking**   * Generating, identifying and assessing opportunities – thinking about a range of new financial opportunities and seeing if they are good ideas.   **Managing self**   * Using initiative and drive – being enterprising and resourceful to earn your income and spending and saving wisely, thus achieving your financial goals and plans.   **Relating to others**   * Being fair and responsible – taking ownership of your financial responsibilities and decisions while being mindful of how they will affect others. | [Values](http://nzcurriculum.tki.org.nz/Curriculum-resources/Financial-capability/Financial-capability-and-the-NZC/Curriculum#4)  **Excellence**   * Setting financial goals and achieving them.   **Innovation, inquiry, and curiosity**  Thinking creatively, critically, and reflectively to:   * set and achieve personal financial goals * analyse and solve financial problems |
| **Resource requirements**   * **“Arthur’s Pet Business”**  **Author:** Marc Brown **Publisher:** Scholastic, 1997 Edition **ISBN:** 1-86388-861-6 * Available [www.fishpond.co.nz](http://www.fishpond.co.nz) – paper back and CD Audio   Other ‘Cost of pets’ activities:   * FIO Levels 2 – 3: The Real Cost of Pets. Pages 1-8. | |
| **Teaching and learning sequence**   1. The teacher asks students “Who has pets, and what do they know about looking after them?” “What might you spend money on to look after your pet?” “Where does the money come from to pay for the care of your pet?” 2. The teacher reads the story, ‘Arthur’s Pet Business’. The students discuss Arthur’s goal and make a list of the actions he took to achieve it. 3. Students identify which of Arthur’s steps are financial actions. Students explain why these are financial actions. 4. The teacher seeks students’ opinions on Arthur’s actions. A PMI chart can assist here. Students identify any positive and negative consequences of Arthur’s actions, on himself and on his family. 5. Students consider if they too have made or might make similar decisions to Arthur. 6. Students consider when they have felt that they too would like to earn an income and why? 7. Students verbalise or write a sentence that describes Arthur using the key competencies and enterprising attributes, and using at least one of the key financial messages.   **Reflective questions**   1. If you were to describe Arthur’s financial personality, which one of the following best describes him? “I will earn income if I need it, but other things are important too”, “My mother can pay for it, because she has money”, “I am going to be rich; I always think about how I could earn an income.” Which one describes you? Or can you describe yourself in a different way? 2. How does Arthur’s debt to D.W. affect his final cash balance – assuming he pays it? 3. Students share with their peers the work that they have done recently for an income, and the financial choices they have made with it. 4. What key financial messages can we display on our wall? Write these in student speak. | |