

The Journey

Post-Show Lesson 3

'To be able to compare costs'

Curriculum for Excellence experiences and outcomes covered.

I can manage money, compare costs from different retailers, and determine what I can afford to buy.

MNU 2-09a

Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.

HWB 2-19a

Organisation of Pupils: Whole class, groups, individuals.

Learning Intentions	Success Criteria
<ul style="list-style-type: none">To be able to compare costs	<ul style="list-style-type: none">Work out costs and decide which is the best value
<p>Key Learning and Teaching Points:</p> <ul style="list-style-type: none">Retailers will often offer discounts for more money spentBuying an advance ticket will cost less in the long runCompanies are looking to reward customers by offering discounts for loyalty	

LESSON PROCEDURE - Interactions and Communications

Introduction: C. 5-10 mins

The teacher to introduce the learning intention and success criteria. Additionally to recap on previous activities and refer back to the themes covered in the performance.

Teacher will discuss the rise of loyalty points and how some companies reward customer loyalty with discounts on services and money off. They will discuss that some companies may offer discounts to customers who spend more money. Highlighting that this also applies to transport too, multiple journey tickets, travel passes etc.

Development: C. 20-40 mins

Teacher and class will discuss that many pupils will have to use public transport to get to high school everyday.

Teacher will tell pupils of the average cost of a single ticket and with a yearly calendar on IWB estimate how many days a year children are required to go to school.

Pupils will then estimate the yearly cost of getting to school buying a single ticket everyday.

Working in groups, pupils will research the costs of weekly and monthly tickets using promotional material from local bus and train companies to calculate the yearly cost of each type of ticket and to compare how much money each type of ticket could save them. They will then feedback their findings to the rest of the class.

Teacher will then ask pupils to consider the cost of bicycles and research the cost of buying and maintaining a bicycle. How the cost of buying safety equipment compares to the cost of using public transport.

Extension Activity:

For more able, higher attaining students and fast finishers and as a useful on-going reference point it would be helpful to utilise, where appropriate, online resources. These include: Streetsense2, JRSO and Streetwise Guys. These sites are aimed at upper primary school children). In particular, there is a focus on children in the transition period from primary to secondary, when they are most at risk. The websites use interactive games to educate young people about road safety in a fun way. They can be used in the classroom, whilst teaching road safety.

www.streetsense2.com
www.jrso.com
www.streetwiseguys.co.uk

Plenary: C. 5-10 mins

HOTS Questions:

- What can you remember about what we were learning today?
- How would you explain what we were learning today?
- Why do you think we were learning about it?
- Can you give me an example of how you met your success criteria?
- What conclusions could you make about what we were doing today?
- Where could you use what we have learned today elsewhere?

Significant Resources:

- IWB calendar
- Local bus and train promotional materials
- Halfords website: www.halfords.com
- www.streetsense2.com
- www.jrso.com
- www.streetwiseguys.co.uk