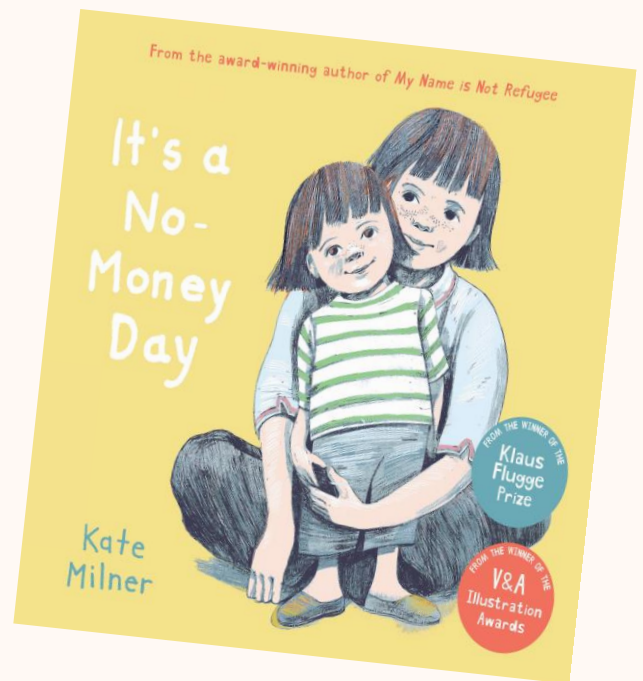


It's a No-Money Day

Written and illustrated by
Kate Milner

This powerful picture book is from the point of view of a child who explains what a 'no-money day' is and the importance of food banks and donations.



5 Objectives

Lesson 1:

I can tell you some of the ways people pay for things and some of the decisions people have to make about spending.

Lesson 2:

I can tell you how money can affect people's emotions.

Lesson 3:

I can tell you some of the reasons people save or spend money.

Lesson 4:

I can tell you what 'borrowed' means and why people might borrow money.

Lesson 5:

I can tell you how to keep money and possessions safe.

Lesson 6:

Evaluation and Reflection

Tags:

Poverty, food banks, financial knowledge, Money, empathy

Sensitive Content in This Story

This book centres around a day where a family cannot afford to spend any money. Some themes of poverty are shown such as their accommodation and visiting a food bank. This story is a powerful one for everyone but especially any children who are, or have been, in poverty and have needed support from foodbanks or donations.

Wellbeing skill links

Through the following 5 lesson plans children will explore the following RSHE statutory (s) and PSHE non- statutory (n) wellbeing objectives.

Mental Wellbeing	Economic Wellbeing
<p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. (Lesson 2)</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. . (Lesson 2)</p>	<p>What money is; forms that money comes in; that money comes from different sources (Lesson 1)</p> <p>About the different ways to pay for things and the choices people have about this. . (Lesson 1, 4)</p> <p>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. (Lesson 1, 2, 3, 4, 5)</p> <p>That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). (Lesson 1, 2, 3, 4, 5)</p> <p>To recognise that people make spending decisions based on priorities, needs and wants. (Lesson 1, 3, 4, 5)</p> <p>Different ways to keep track of money. (Lesson 1, 5)</p> <p>About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. (Lesson 2, 5)</p> <p>To identify the ways that money can impact on people's feelings and emotions. (Lesson 2)</p>

Further Skill Coverage:

All **Settle** activities cover: Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

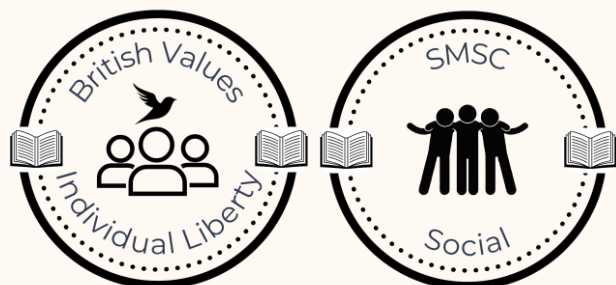
All **Training** activities cover: That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

Literacy Links

Through the following 5 lesson plans children will explore the following literacy objectives.

Vocabulary:	Retrieval:	Inference:
<p>Talk about what words mean and learn new vocabulary in order to understand what has been read</p> <p>Discussing and clarifying the meaning of words</p> <p>Check meanings of words using teacher prepared definitions</p> <p>Explain the meanings of words used in a familiar context.</p> <p>Discuss how adjectives, nouns and verbs have been used to build a picture for the reader</p>	<p>Check the text makes sense</p> <p>Answer basic retrieval questions using evidence in the text</p> <p>Discuss understanding of a text</p> <p>Ask question to improve understanding of a text</p> <p>Know and discuss setting, character and event changes across a text</p>	<p>Draw inferences such as inferring character's feelings, thoughts and motives from their actions</p> <p>Identify main ideas from a paragraph and summarise</p> <p>Predict what might happen from details stated</p>

SMSC and British Values



Lesson Content

All five of the lesson plans related to this book follow our STORY structure



S

Settle: Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.



T

Training: Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.



O

Objective: Introduce a wellbeing objective for children to focus on when they are listening to the story



R

Read: Read the story and discuss the following guided reading questions as a class.



Y

You: To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.

Further Resources

Some other stories we would recommend that are related to this story are:

- *The Missing Money: Money Monsters* written by Okeoma Morenu Schreiner
- *The Dress in the Window* by Robert Tregoning
- *The Smile Shop* written and illustrated by Satoshi Kitamura
- *Do Something for Someone Else* written by Loll Kirby
- *The Great Food Bank Heist* written by Onjali Q. Raúf
- *The Invisible* written and illustrated by Tom Percival

This guide for parents could be helpful if you have any children in your class who need more support with finances and poverty:

- <https://www.justfinancefoundation.org.uk/schools-hub>
- <https://natwest.mymoneysense.com/parents/articles/teaching-your-children-the-difference-between-wants-and-needs/>
- https://www.babycenter.com/child/parenting-strategies/how-to-talk-to-your-child-about-poverty-and-homelessness-age_3657085
- <https://www.booktrust.org.uk/news-and-features/features/2019/november/why-we-need-food-banks-and-other-acts-of-kindness/>

