

Hampshire primary schools resource directory for financial education

Teddy bears' picnic

Courtesy of Cadland Primary School





This activity was developed for Year 1 pupils and involved them organising a trip. Pupils also designed the packed lunch for the trip working within a budget and keeping to the teddy bear theme.

This activity has aspects that will support schools seeking to meet the requirements of:

- school self-evaluation forms (SEF)
- pupil voice
- community cohesion
- learning outside the classroom manifesto.

Through follow up discussions on saving for trips and holidays and how they can impact on family budgets it has potential to support schools in the work in connection with:

- *Every child matters.*

Pupil involvement in raising funds for the trip has the potential to support schools in their work in connection with:

- enterprise education.

This resource can also be used to support several areas of the curriculum, the clearest opportunities being:

- English/personal, social and health education (PSHE)/ science
 - listen and respond to information through constructive discussion, explain ideas with imaginative vocabulary using verbal and non verbal communication
 - learn to make real choices and set simple goals that improve health and well-being based on nutrition, economic awareness and beyond school experiences
- information and communication technology (ICT)/ mathematics
 - follow a line of enquiry by accessing simple internet lists and tables to select information, compare, problem solve and save on a database
 - calculate using practical/informal written methods to support inverse operations of multiplication and division working with different units (money, measure and distance).

Teachers may find the following ideas useful for meeting the requirements of the curriculum through follow up work and/or extension opportunities:

- English/drama/PSHE/art/geography
 - listen to a range of *Teddy* – lost themed stories (eg: *Lost and found*, *Elmer and the lost teddy*, *Lost in the woods*, *Little bear lost*, etc.) to explore themes of ownership, care, responsibility, etc
 - follow up class drama of a *partnered* telephone conversation to the local shopping centre/police station/ bus station, etc, to try and locate the whereabouts of the missing *Teddy* (use of formal language)
 - children to use own imaginations to make up/write own versions of what adventures *Teddy* could have had when lost
 - large class art work as a wall frieze of all the places/situations of teddy's journey with a cut out silhouette of *Teddy* to link each scene (could include local streets, landmarks, parks, or even national monuments, etc.)

Introduction

The staff at the school already had in mind that a trip to the Teddy Bear Museum in Dorchester www.teddybearhouse.co.uk/ would be a popular outing for Year 1. However, it was felt that facilitating children's participation in the decision making and preparation for the trip offered the opportunity to create meaningful classroom activities around planning, budgeting and healthy eating as well as enhancing self-esteem.

While this delightful activity describes the processes involved specifically for this activity, which focuses on a *lost* teddy bear resulting in the trip to return it, the idea can be adapted for a souvenir linked to any popular outing venue, particularly if the souvenir is branded.

For this particular outing, the school had contacted the museum in advance of the trip and asked them to play along with the scenario that the lost teddy bear was being returned to the museum. The staff at the museum expressed great gratitude to the children that the bear was returned. At the end of the tour of the museum the staff suggested to the children that the bear had enjoyed his time with them at their school and would be happier to go back home with them.

Teacher preparation

- Purchase of a teddy bear from the Teddy Bear Museum
- Teddy bear to be *lost*, eg: *planted* in the school grounds

Activities

During an outdoor activity/playtime the teddy bear was discovered by a group of children.

The discussions

Classroom discussion on where the bear may have come from resulting in discovery of the label showing it was from the Teddy Bear Museum.

The objectives of the subsequent discussions included:

- discussions to be pupil centred
- minimum of teacher input
- desired outcomes to be achieved by questioning and stimulating discussion amongst the children.

Children to:

- arrive at the conclusion that the bear was lost and needed to be returned to the museum
- decide that a trip to the museum was an appropriate way to return the bear
- research the distances involved and decide it should be a whole day trip (use a search engine to search for the postcode, route planner on AA or RAC websites www.theaa.com , www.rac.co.uk)
- consider what is involved in going on a day trip (coach, lunch, etc)
- research the costs
- understand that a trip can be expensive

The packed lunch

For this particular project a teddy bear theme was reflected in the lunch, eg: sandwiches cut with teddy bear cutters, teddy bear crisps, etc.

- It was decided that all children would have the same picnic.
- They then researched prices for the picnics using online shopping sites – Sainsbury's site www.sainsburys.co.uk allows you to research prices without having to register or login.
- Class consensus on the items for the picnic taking account of healthy eating and how much of the picnic it would be all right to have as *treat* food (crisps, biscuits, etc).
- Children to start to understand concept of applying mathematical skills of division applied to bulk buying, eg: a loaf costing 95p makes eight sandwiches – how much per sandwich.
- Children were taken in groups of six to the local shops to buy the ingredients for the picnic.
- The picnic was prepared and refrigerated during the afternoon preceding the outing. Children were actively involved as far as possible in the preparation and packaging although for practical and health and safety reasons a team of volunteer parents was recruited for the preparation of the sandwiches in particular.

Extension activities/discussions

- Comparisons with the costs of ready prepared sandwiches, picnics from supermarkets.
- Exchange of ideas, taking account of the cost of the one day trip, on how much a holiday would cost.
- *Why is a trip or outing considered to be a treat?*
- *Why do some people usually have to save very carefully for a trip or a holiday?*