



MILK CARD

Age group	Primary, Grades 1 – 5	
Competency features	Proactive approach and creativity 	Ability to take risks 
Aims	<ul style="list-style-type: none"> to learn money management 	
Timing	2 separate lessons (possibly more for skits)	
Location	indoors (research outside school)	
Resources & materials	classroom, Milk Card worksheet, board, writing utensils, exercise book; motivation possible through pictures of food or food wrappers	
Description		
<ol style="list-style-type: none"> Teacher sets out the task: <i>"Parents gave Annie 50 crowns of pocket money for the week. Every day, she would buy a snack at the school buffet. On Monday, she spent 6 crowns, on Tuesday, 10 crowns, on Wednesday, 8 crowns, on Thursday, 11 crowns. How much was she left with on Friday?"</i> Pupils will calculate the sum either by themselves, or with teacher's help. Teacher will ask them next: <i>"What can you buy at our snack or milk bar? Do you know how much things cost? Make a list of items in the table, and write in the prices you know."</i> In the Milk Card worksheet, children will list 15 items available at the snack/milk bar, writing in the prices they remember. If they do not know them, they may be asked to find out during the break, or join the teacher and together go on a finding mission straight away (depends on circumstances). Based on their list, children need to identify items to purchase over a week so that they remain within the budget of 50 crowns. There may be more lists than one. Teacher discusses with her pupils whether they have managed to compile a list or not, how happy they are about it, whether they would make do with 50 crowns per week, etc. <i>"Do you get pocket money from your parents? How do you spend it?"</i> As long as there are milk vending machines at school, teacher turns the discussion toward them: How much money will parents give the kids for the milk card, and how long the amount will last. <i>"Did it ever happen to you that your card got spent very soon and you did not have anything left for the rest of the week?"</i> As homework, teacher tells the pupils to go to the grocery store they would normally go to with their parents, use another column in the Milk Card worksheet, and put in the prices charged at the store for the items they have on 		

the list.

7. Next day, pupils will work with the two sets of prices, comparing them and marking the (positive or negative) difference in the last column of the worksheet.
8. There may be a discussion following the exercise.
9. Make up a daily menu for yourself containing healthy and nutritious meals. What should be on it in the first place?
10. Draw the food that ought to be on your menu.

Feedback	<p><u>Questions for discussion:</u></p> <p>Which items on your list are healthy (the kids can mark their lists)? What do you like to eat? What food mummy packs for you to take to school? Why do the prices in your list differ? Where do you get your money from? Who gives it to you? Where do your parents get money from? Do you save? What for? How come you can save? What would you like to be sold at the snack bar (vending machine), and why? Is there any foodstuff you are not allowed to eat, and if so, why?</p>
Application in classes	<p>May be used in arithmetic, basic learning (health), art (paper money, range of goods in the store), drama (a skit) – Going shopping; I am the chef today; Dad, recharge my card ...</p>
Notes	