



Quality Theatre In Education

MONEY MONEY MONEY

Teachers Notes

Introduction

The purpose of this theatrical presentation is to give students an introductory knowledge of what money is, where it came from, how it is obtained, how it can be used, and how it can be saved.

The performance uses an ever-changing combination of comic mime, theatrical sketches, songs, and participatory games, to ensure students are focussed throughout.

A HISTORY OF MONEY

A comic mime sequence introduces the show, tracing the history of money from the earliest examples of **barter systems**, the concept of **value**, and the problem that it wasn't always easy to carry around things of value for barter.

This problem was initially resolved by the use of jewels and precious metals, and refined later with the introduction of **coins**. To enable people to carry more money, **paper money** came into existence, with banks holding the items of actual value.

The sequence ends with the main character, Cranston Spendthrift, running out of his own money, and requiring **credit**.

THE COST OF LIVING

Framed by an interactive song/game, the next section of the performance examines the concept that nearly everything in our lives has a monetary cost attached to it, somewhere along the line.

Students are asked to offer suggestions, regarding things they might like to eat, favourite things to get for presents, things they like to do (eg. a sport), and even things they don't like to do, but have to do, (eg. going to the dentist).

Costs are given to the goods and services involved, to help students understand that whilst they may not pay for everything themselves, their parents/guardians are footing the bill, so it is important to make sensible choices.

WORK AND THE MONEY CYCLE

The next comic mime sequence introduces the idea that work is the most common way of obtaining money. In spite of his reticence, Cranston Spendthrift attends work and becomes able to provide for his family, as well as to buy something for himself, and perhaps save a little for a rainy day.

An interactive game shows students earning money at work, withdrawing it from the bank, providing for the needs of a family, purchasing items required, and returning excess money to their bank accounts. We see how the same piece of paper money is re-used by different people in different jobs and family situations.

The essential message is to **work** hard, **budget** to buy all of what you need, but only some of what you want, and **deposit** the rest of your money into the bank as **savings** upon which to earn **interest**.

SAVING

The next section of the show is devoted to showing how small deposits will, over time, earn interest, and allow students to accrue larger amounts, to be used for larger purchases.

FINALE/QUIZ

Time permitting, a quiz and/or another comic mime sequence re-caps on the entire performance to ensure maximum retention.

CONCLUSION

Students leave with a broader understanding of the nature of money, itself, from learning how it came into existence and the need for it in our society.

From this platform, a knowledge of the cost of living, combined with a realisation that money must be earned and is therefore finite, promotes in students an attitude to assist parents with budgeting, rather than one of simply demanding more products and services.

It is hoped that the same understanding will encourage students to save money themselves.

WE HOPE YOU ENJOY THE SHOW!