

# THE PRICE OF PUPIL POVERTY

## 'How to' .... Implement the Guides

### Step 1: Use

**Familiarise yourself.** Take time to read the guides. Look at the key drivers of poverty and how this links to wider policy. Examine the 5 key areas within the guides and the impact they have on children and young people in a school setting on a daily basis.

- **Commit to using the guides and making a difference in your school setting.**
- **Nominate a lead to take this work on. This person can help raise awareness of poverty & the guides.**

### Step 2: Consider

**Think about ....** what does poverty look like in your school community? How do you ensure a whole school approach? What is your staff's understanding of poverty? How do you take others on this journey with you?

- **The Toolkit of resources developed in line with The Price of Pupil Poverty Guides can help you develop a clear action plan to suit your school, with raising awareness resources for staff, a checklist, action plan template and solutions and ideas.**

### Step 3: Identify

**Check where you are at.** The checklist focuses on each of the 5 key areas identified within the guides and allows you to really think about your school in relation to poverty and the pupils it affects.

- **Use the checklist available from the toolkit of resources to identify where you are at in terms of poverty proofing your school.**
- **It will help identify the main issues, highlight any gaps that may need improving or further work that could be done.**
- **It will help identify existing measures you have in place and recognise the positive work going on in your school.**

### Step 4: Apply

**Action it.** Once you've raised awareness, identified specific areas to focus on and have people joining you on the journey, a clear action plan is required to make change. What solutions are there? How do you make a difference?

- **Use the checklist to develop your action plan. The toolkit of resources has a useable template and covers the 5 key areas.**
- **You can create actions in all 5 areas of the guides or just in selective areas where you feel you can make a difference.**
- **The toolkit of resources provides solutions and ideas that you can use to meet any gaps you may have highlighted.**
- **Make it realistic and achievable. What impact would you like it to make? Who needs to be involved?**

### Step 5: Evaluate

**What's the difference?** Remember that the Price of Pupil Poverty is an ongoing process, and needs to be embedded into the school. Things change so communication and monitoring is crucial.

- **Need to have agreed points to review progress.**
- **Monitor impact of changes as a result of the guides and the action plan.**
- **What further measures could be added/improved on?**
- **Be willing to share best practice.**



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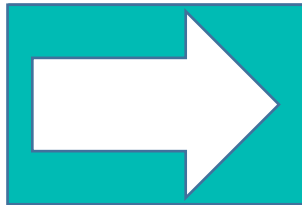
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# Tackling the Impact of Poverty on Education

with

## The Price of Pupil Poverty Guides

Taking a whole school approach to improving the wellbeing of children from lower income families



### What schools can do - Checklist



A tool for schools in Wales that raises awareness of poverty issues and provides tangible and cost-effective solutions that can contribute to improved learner wellbeing



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## How to do it .....

The checklist is a way to:

- Identify good practice already taking place in the school
- Consider areas that require some improvements
- A way to ensure resources are placed in the right areas
- Highlight areas/gaps that need solutions
- Encourage the school to think about their approach to pupil poverty
- Use these to develop the action plan

What is actually involved?

The checklist covers all 5 themes of the guide and sets out key areas that the guide suggests are those that cause the greatest difficulty or has the biggest impact on pupils in school.

It's likely that there is a low cost/no cost solution from the guide's recommendations that schools can put in place as part of an action plan, if you identify one of these areas as a gap or as an area that needs improving.

The purpose of the checklist is to provide you with a space to think about how your school deals with pupil poverty; there may be areas you've not considered before. It will also highlight areas of good practice that you might have been doing, but not necessarily realised its importance and impact in relation to removing barriers for learners living in poverty and improving their wellbeing.

## Who should complete it?

It is important to ask yourself who needs to be involved?

- At all times consider a whole school approach
- It's useful to have a designated lead to take this agenda forward
- It might be that certain areas need input from different people
- What is key in completing the checklist is that you are identifying and recognising as much of what you do in the school in relation to the key areas to enable a realistic and accurate picture of pupil poverty as possible, whereby you can create an action plan
- Staff, Governors, Pupils, Parents and the wider community are key to successful implementation when developing the action plan, therefore, you may want to think about how you can include them in the checklist
- The more people you have on board the more effective it will be

## How long will it take?

- As long as you feel necessary to get the most accurate picture of what pupil poverty looks like within your school, and to provide you with some clear areas you have identified to create an action plan
- The more people you involve the longer it is likely to take, but the more effective it will be

Name of School and Address:	
Local Authority Area:	
Number of Pupils:	
Number of FSM Pupils:	
Date of Completion:	
Completed by:	

	Area of Focus	Mostly/ Not at all/ Could improve	Evidence/Comments
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Understanding  
Poverty 1

1.1	<b>Early identification and Monitoring</b>		
	Do you know the children in your school that may be experiencing poverty?		
	Do you collect information on pupils in the school around poverty?		
	Do you use this information for setting up appropriate interventions?		
	Does the school have detailed knowledge of the families, their needs and their degree of engagement with learning?		
	Do you think you are doing enough to support them?		
	Does the school monitor the progress of PDG/FSM pupils/students?		
	Does your school monitor and evaluate the impact of interventions and support provided to these pupils?		

	<b>School Development Plan and Policy</b>		
1.2	Does the school have a link between SDP & poverty outcomes? (If so, what are they?)		
	Is the school implementing or reviewing any policies? Could these align with a poverty agenda?		
	Has the school considered the cost of the school day by totalling all costs associated when reviewing policy & SDP?		
	<b>Staff and Learner Awareness of Poverty</b>		
1.3	Is there work being done to ensure an awareness of poverty is taking place within the school?		
	Is there staff awareness of the importance of the pupil poverty guides and poverty issues?		
	Does the school have a named/designated individual responsible for poverty/well-being?		
	Is there training available/offered to governors and members of PTA/ parent/carer group/staff on the impact of poverty on pupils/students?		

	<b>Poverty and the Curriculum</b>		
1.4	What areas of work does this fit within the school curriculum?		
	Are you doing anything specifically related to poverty?		
	Will the new curriculum include aspects of poverty work within the school?		
	Does the Welsh Bacc look at poverty as an optional challenge?		
School Uniform & Clothing 2			
	<b>Uniform Policy – Statutory Guidance</b>		
2.1	Does your policy align with the new guidance?		
	Does the school deal with breaches of uniform policy in a way that ensures pupils are not punished due to affordability of uniform items?		
	Does the school have a reward system for uniform? (Does this cause stigma/shame?)		



	<b>Recycle Schemes</b>		
2.2	Are there any recycling schemes within the school/local area?		
	Does the Eco Council's work plan involve any work around this?		
	Is the school involved in the Rights Respecting Schools' initiative?		
	Is there any promotion to parents regarding the recycling scheme?		
	<b>Affordability</b>		
2.3	Has the school done an affordability assessment on their uniform?		
	Have you considered ways to reduce the cost of the school uniform?		
	Is there promotion to parents on the availability of the School Essentials Grant in helping to buy uniform?		
	Are staff aware of LA system in dealing/authorising PDG?		

2.3	Are there any links made with credit unions or community initiatives?		
<b>Cause for Concern</b>			
2.4	Is there a system in place for monitoring/early identification of pupils who may be experiencing poverty?		
	Does the school monitor attendance with regards to non-uniform days? Are there any patterns?		
	Does a system exist for reporting or following through with concerns from staff with regards to a pupil, eg, ill-fitting uniform. Any investigation system?		
<b>Other – any practice that the school undertakes not covered above</b>			
2.5			

3.1	<b>School Lunch and FSM Promotion</b>		
	Do you monitor FSM take up?		
	What work is done around promotion?		
	Does the system increase stigma of FSM? What can we do to change this, eg, packed lunch on trips/anonymity		
	Does the school support parents/carers with making a free school meal application? If so how?		
	Are staff aware of LA system/authorising FSM?		
	Does the school have a payment plan/ system for arrears?		
	Does the school involve pupils in menu planning and lunchtime logistics eg, times etc?		
	Does the school undertake the healthy schools award?		

	<b>Holiday hunger</b>	
3.2	Does the school promote such initiatives?	
	Is the school part of a school holiday enrichment programme?	
	Are staff aware of such schemes, including Food & Fun School Holiday Enrichment Programme; NHS Healthy Start scheme?	
	Does the school promote local provision?	
	Are there fruit and vegetable schemes that can be accessed?	
	<b>School Breakfast</b>	
3.3	Does the school offer a breakfast club?	
	Does this operate in a way that provides for those in need?	
	Do you have problems with oversubscription? If so, how is this dealt with?	

3.3	Does the school promote the free breakfast scheme?		
	Does the school have free water available for pupils?		
3.4	<b>Cause for concern</b>		
	Is there a system in place for monitoring/ early identification of pupils who may be experiencing poverty?		
	Does a system exist for reporting or following through with concerns from staff with regards to a pupil, eg, hunger identified as a concern. Any investigation system/referral or support?		
	Are families being advised of, or referred to, foodbanks or outside agencies who can support them if they are struggling financially?		
3.5	<b>Other – any practice that the school undertakes not covered above</b>		

<b>Enrichment Activities</b>		
4.1	Does the school engage with local companies/enterprises and bring activities into school?	
	Does the school undertake any programmes to help with this?	
	Does the opportunity to play a musical instrument exist for all within the school?	
	Does the school use any PDG to support such activities?	
	Does the school promote grants and bursaries available to parents in order to participate in extracurricular activities?	
<b>Resources and Materials</b>		
4.2	Period poverty – period dignity grant	
	Does your school provide free period products?	

4.2	How do you promote the availability of these products to pupils/students?		
	<b>Subject Choices &amp; Curriculum</b>		
	Does the schools charging policy cause unintentional stigma to pupils? Does it allow pupils to take home items?		
	Does the school use any PDG to support access to materials?		
	Does the school promote grants and bursaries available to parents in order to cover materials?		
	Does the school ask for financial contributions towards compulsory curriculum subjects?		
	Has the school evaluated GCSE/A-level take up and noticed a trend in postcode or in subjects, which incur additional costs?		
4.3	<b>School Trips</b>		
	How do you decide on school trips? When do you advertise/inform parents or carers of trips?		

4.3	Is it clear that these are voluntary contributions rather than required costs?		
	How do families opt out of contributions without stigmatisation of the child?		
	Do all learners eligible for FSM know their fees can be paid for by LA/ School?		
	Can costs be subsidised for other learners?		
	Does the school use PDG to fund trips?		
	Does the school allow for all trips and activities to be paid in instalments?		
4.4	<b>Fundraising Events &amp; End of term Activities (Prom/Leavers)</b>		
	How are these organised within the school?		
	Do they look at costs involved?		
	Are there payment plans in place?		
	Do they consider alternative ideas that can include everyone?		



4.5	<b>Other – Any practice that school undertakes not covered above</b>		

Home – School  
Relationship 5

5.1	<b>Parental Engagement</b>		
	What parental engagement do you use? Parent Council, PTA?		
	Are teachers available to engage with parents/carers in a variety of informal ways on a day-to-day basis?		
	Does your school effectively communicate to all parents/carers the financial support available?		
	Does the school undertake/put on Parent workshops? Financial / literacy / nurturing etc?		
	Does the school undertake home visits to get to know families and circumstances?		

5.2	<b>Homework</b>		
	Does the school provide extra support for learners who do not appear to be receiving much support for learning from their family? For example, homework clubs, a lead worker?		
	Does the school provide all materials for homework?		
	Does the school have a homework policy that ensures all tasks allow all pupils/students to participate with no costs attached?		
	Does the school offer a free homework club or times within the school day where pupils have free access to ICT and printing?		
	Does the school advertise to pupils where they can access computers and the internet in school or in the local community?		
	Do you hold a record of pupils who do not have access to computers and WiFi at home?		

	<b>Transport and After School Activities</b>		
5.3	Does the school promote walking and cycling to school?		
	Do after school clubs tie in to public transport times?		
	Has the school explored the take up of after school provision and noted patterns such as postcode?		
	Does transport play a part in take up of after school activities?		
5.4	<b>Other – Any practice that school undertakes not covered above</b>		

## Other Possible Areas

6.1	Do you measure well-being in school? What tools do you use? For example, SDQ or PASS		
	Has the school implemented the ACE's agenda?		
6.2	What awards/initiative are you currently working towards? For example, School Council, healthy eating, Rights Respecting Schools, National Participation Standards, Rights Ambassadors, Families Wales Award		
6.3	Do you use the FaCE WG toolkit in school?		
	Do you have any workers attached through use of PDG?		
	Do you work in a cluster group?		

## Notes



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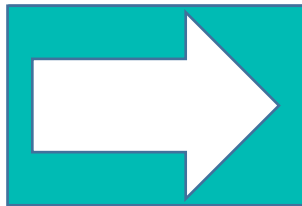
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# Tackling the Impact of Poverty on Education

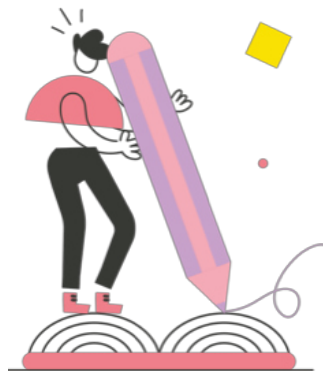
using

## The Price of Pupil Poverty Guides

Taking a whole school approach to improving the wellbeing of children from lower income families



## What schools can do - Action Plan



## *Example Action Plan*

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This is an example action plan which will hopefully provide some clarity and ideas on how to set out your action plan and what you should be including. The amount of detail to add in terms of your action is up to you. This examples provides a basic action plan, but the more detail you can add as to how it will be done the more effective it will be.

### REMEMBER:

Every school is different, with different structures and members of staff overseeing different areas within the school. The checklist will help identify areas that *your* school needs to work on, so action plans can look very different.

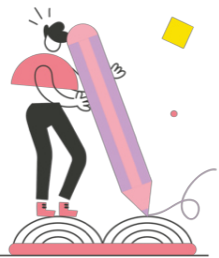
### DON'T FORGET:

Consider the Whole School Approach at all times – the more people from your school community involved the more effective the outcome.



### FINALLY:

Add as much detail on the 'how' to get the best results



	Action	Description	Desired Outcome	Who will implement? Resources required?	Impact
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Understanding Poverty 1

Early identification, Policy, Awareness of poverty, The Curriculum

1.1	Provide regular updates to staff about FSM pupils	Update on target groups every staff meeting / INSET day	Teachers stay up to date with FSM pupils they teach and who needs support	Lead/Working Group and HOYs	FSM better identified and supported; ability to provide early detection and appropriate support
1.2	Introduce the guides to staff	Use the toolkit provided and undertake a session with staff – going through the guides and developing a school action plan	Raise awareness amongst staff about issues and what part they can play in supporting pupils in poverty	Lead/Working Group Support from Children in Wales Toolkit	Staff more aware of what they plan in lessons and homework and how this impacts pupils in poverty - as a result pupils more supported to access learning and achieve in school
1.3	Circulate Guide and action plan	Email guide and action plan to staff	Staff can consider how they fit into the plan and what they are responsible for in their lessons and clubs; and setting of homework and their role as form tutor to monitor pupil wellbeing	Lead/Working Group	Staff more aware of what they plan in lessons and homework and how this impacts pupils in poverty - access learning and achieve in school



1.4	Plan PSE session(s)	Include session for all pupils on poverty to discuss this issue to make it more talked about and reduce stigma. Creating a whole school ethos	Raise awareness of poverty issues amongst pupils and reduce stigma	Head of PSHE - use of available resources Check with Ceri toolkit	Pupils more aware of poverty issues creating a whole school approach
1.5					

**School Uniform & Clothing 2**

**Policy, Recycle schemes, Affordability, Cause for Concern**

2.1	Collect second hand uniform in school	Ask Year 11 to donate uniform after they leave	Have spare uniform to offer to pupils in need	Lead/Working Group HOY	All pupils in correct uniform – same as peers
2.2	Find out about local uniform recycle schemes	Look into existing schemes locally	Have information about local schemes to tell parents about	Lead/Working Group Advice from CIW	Parents offered more support and information on where to go
2.3	Make pupils more aware of second hand coats available	Ask HOYs to promote in assembly or to individuals. Parliament could make a poster for form tutor notice boards	All pupils have access to warm winter coats	Lead/Working Group HOY Parliament	All pupils kept warm in winter

2.4	Promote the availability of PDG Access Grants to parents	Provide information & support parents to apply for uniform via PDG access grant	Parents will know how to access funding for uniform	School Admin	Pupils who are eligible can get help for uniform and feel included in school without pressures of no access to uniforms due to finance
2.5					

**Food and Hunger 3**

**FSM Promotion, Holiday Hunger, School Breakfasts, Cause for Concern**

3.1	Monitor FSM uptake	Identify pupils not using allocation	Ensure pupils are getting food during the day	Lead/Working Group Canteen Staff	Pupils should not be going hungry – this will mean they can concentrate better in lessons
3.2	Look into what holiday schemes are available locally	Look into SHEP- is this available in the area	Have more information for parents about what is available in holidays	Lead/Working Group Advice from CIW	FSM pupils have access to food, care and support in holidays
3.3	Information for families provided by local food banks	Make links with local food bank providers, investigate how information can be provided in partnership with food banks	Ensure pupils are being fed at home as well as in school. Developing appropriate links for families	Local Food Bank Lead/Working Group Pastoral Team	Pupils should not be going hungry – this will mean they can concentrate better in lessons

3.4	Increasing pupil voice and discuss pupil comments and ideas about canteen with canteen staff	Ensure and facilitate a dialogue between pupils' opinions, thoughts with regards to the food on offer, costs etc. Introducing low cost healthy snacks – pancakes for 20p	Discuss how to keep food costs reasonable and how to let pupils know what food costs by better labelling, and look at other ways to promote canteen	Lead/Working Group Canteen Staff Pupils	More pupils using the canteen and getting reasonably priced food
3.5					

Participation in the life of the school 4

## Enrichment Activities, Resources & Materials, School Trips, Events

4.1	Investigate grants/bursaries for pupils to access	Look at assigning a lead or a worker to research small grants using PDG funding	Have information to give parents about extra support available		More financial support available
4.2	Consider school trip policy	Consider whether all FSM pupils should be paid for using PDG money	FSM pupils should have access to trips that are compulsory for the curriculum	SLT	FSM pupils have same access as other pupils to trips that are part of curriculum
4.3	Work with school parliament/council/eco council to set up a 'swap shop' of books/ textbooks/revision books	Termly swap shop set up at school - pupils share resources	Pupils are able to access key resources for helping with their learning at no additional cost	Parliament Pupils	Pupils will not be disadvantaged or face barriers to their learning as a result of financial circumstance

4.4	Raise awareness of PDG access fund to those families that are eligible on how it can support with equipment and essential items for school work, not just uniform	Provide information and support to parents to apply for the School Essentials (PDG access) grant to help with items	Parents will know how to access funding for other items required for school	Lead/Working group School Admin	Pupils who are eligible can get help for relevant items to help them with their learning and, therefore, not be disadvantaged to achieving as a result of financial circumstance
4.5					

Home – School  
Relationship 5

Parental Engagement, Homework, Transport & After School Activities

5.1	Start PEG meetings again	Organise PEG meeting and decide on specific focus	Engage parents more in school plans – including the price of pupil poverty action plan	Lead/Working Group Parents	Parents more engaged in school decisions
5.2	Homework policy should include 'no cost homework'	Teachers should plan homework that involves 'no cost'. Teachers should set homework that has all materials provided for and they may consider offering a time and space during the day to complete the activity	ALL pupils can complete homework	<b>ALL staff</b>	ALL pupils can complete homework tasks in a fair way so they can all engage with the learning

5.3	Find out which pupils do not have access to computer/printing and WiFi facilities at home	Organise a survey of all pupils (maybe in PSE)	Make staff aware of who might struggle to complete homework/revision at home	Lead/Working Group IT Dept Pupils Parents	Offer more support to pupils in school – provide computer facilities to specific pupils to enable them to complete work so pupils can achieve their full potential
5.4	Co-ordinate links with the community hub and use as a neutral space to engage with parents to explain curriculum and how they can help with their child's learning	Using a lead or a HLTA to visit hubs and speaking to parents in an area they may feel more comfortable	Rise in engagement and dialogue. Parents able to support children better at home	SLT	Better parent engagement and understanding by parents on what is occurring in school and how they can facilitate their child's learning improving educational outcomes
5.5					

## Notes



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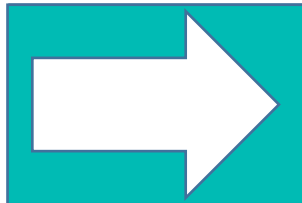
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# Tackling the Impact of Poverty on Education

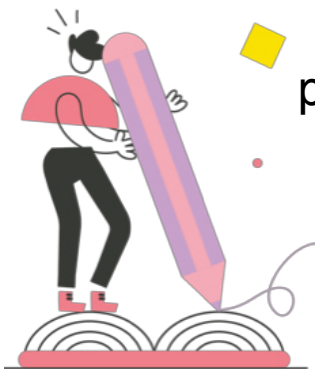
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## The Price of Pupil Poverty Guides

Taking a whole school approach to improving the wellbeing of children from lower income families



### What schools can do - Action Plan

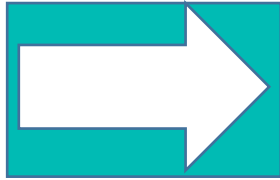


A tool for schools in Wales that raises awareness of poverty issues and provides tangible and cost effective solutions that can contribute to improved learner wellbeing



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# How to do it .....

- Use the checklist to help you complete the action plan
- Identify good practice already taking place (recognising this is just as important)
- Highlight areas/gaps
- What are the areas that require some improvements
- Use both these areas to develop the action plan
- Think about what actions are realistic in your school at this time

- You can create actions in all 5 areas of the guides or just selective areas where you feel you can make a difference
- You will need to think about:
  1. What the action will actually look like
  2. What the desired outcome looks like
  3. What impact would you like it to make

- Who needs to be involved?
- Consider a whole school approach
- Staff, Governors, Pupils, Parents and the wider community are key to successful implementation
- The more people you have on board in developing the actions the more effective it will be
- Consider also the resources you will need to make it happen



Name of School and Address:	
Local Authority Area:	
Number of Pupils:	
Number of FSM Pupils:	
Date of Completion:	
Completed by:	

	<b>Action</b>	<b>Description</b>	<b>Desired Outcome</b>	<b>Who will implement? Resources required?</b>	<b>Impact</b>
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Understanding Poverty 1

Early identification, Policy, Awareness of poverty, The Curriculum

1.1					
1.2					
1.3					
1.4					
1.5					

	<b>Action</b>	<b>Description</b>	<b>Desired Outcome</b>	<b>Who will implement? Resources required?</b>	<b>Impact</b>
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**School Uniform & Clothing 2**

Policy, Recycle Schemes, Affordability, Cause for Concern

2.1					
2.2					
2.3					
2.4					
2.5					

	Action	Description	Desired Outcome	Who will implement? Resources required?	Impact
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**Food and  
Hunger 3**

FSM Promotion, Holiday Hunger, School Breakfasts, Cause for Concern

3.1					
3.2					
3.3					
3.4					
3.5					

	Action	Description	Desired Outcome	Who will implement? Resources required?	Impact
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Participation in the life of the school 4

Early Enrichment Activities, Resources & Materials, School Trips, Events

4.1					
4.2					
4.3					
4.4					
4.5					

	<b>Action</b>	<b>Description</b>	<b>Desired Outcome</b>	<b>Who will implement? Resources required?</b>	<b>Impact</b>
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**Home – School Relationship 5**

Parental Engagement, Homework, Transport & After School Activities

5.1					
5.2					
5.3					
5.4					
5.5					

## Notes

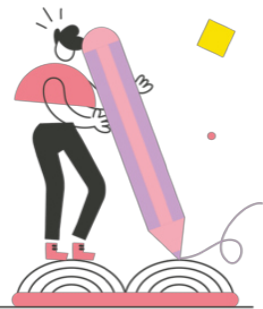


## Tackling the Impact of Poverty on Education Parent Survey

Please find below a link for a Parent Survey template which is an effective engagement tool that you may use to ensure that parent voice can feed into your schools checklist and action plan.

This template complements the Home-School Relationship aspect of our guides and has been designed by the University of South Wales. As such it has been carefully worded and whilst it is an editable template we recommend that you do not change it too much.

[Parent Survey](#)







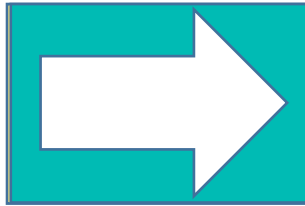
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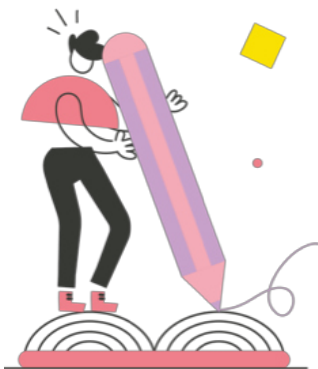
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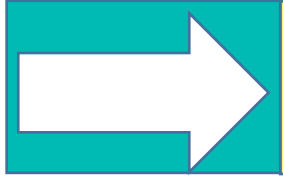
## Learner Activity

### ‘Value Continuum’ Session Plan PS 4/5



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## How to do it .....

**This activity is a way to:**

- Encourage discussion about costs of living, poverty and equity with children and young people
- Encourage the school or setting to think about their approach to pupil poverty and consider areas that may require some improvements
- Identify actions that can be written into the school or setting's Action Plan

**This activity is aligned with the Curriculum for Wales, 'Ethical informed citizens of Wales and the World'**

**Learners will:**

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values



## How to do it .....

- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- be knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society

### What does it involve?

1. Introduction - **'Empathy Builder'**
2. Main Activity – **'Value Continuum'**
3. Plenary – **'Review and Reflection'**



## Important consideration.....

This activity encourages discussion of money and household finances, which can be sensitive issues. It must be ensured that children and young people do not, at any stage of the session, feel that they need to divulge or share any personal information about their own circumstances or lives.

As an introduction it should be outlined that during the session consideration will be given to how household finances and living circumstances can affect a learner's experience of school life, but that **no one is expected to share any personal information about themselves**.

It should also be outlined that there are sources of support available if needed with any of the sensitive issues discussed and these sources should be signposted (relevant staff/personnel; [meic](#); [Childline](#); [Kidscape](#)).

## 1. Introduction – ‘Empathy Builder’

Introduce an opportunity that the school or setting is offering as if it is real, e.g.:

- A trip to the USA
- Sports coaching session with a famous athlete
- Music lessons with a famous musician etc.

Build it up to be a wonderful opportunity and then say..... ‘but of course there will be a cost’.

Ask the learners how a person\* may feel about this if they are:

- A millionaire?
- Receiving an average income?
- Receiving income support and/or other benefits?

Encourage learners to expand their answers by thinking about what costs and expenditure **the people suggested here** may need to prioritise.

Introduce that there are costs to many aspects of attending the school/setting and invite suggestions on what they could be.

\*Ensure that learners know that this is not asking for them to divulge personal information.

## 2. Main Activity – ‘Value Continuum’

- Clear an area and arrange the group into a semi-circle.
- Make a physical line on the floor in front of the group.
- Label or explain that one end of the line represents **minimal** impact on pupils and the other end **large** impact.

Required resources:  
Something to produce a line at least 3 metres long (i.e. rope, string, tape, chalk)



- Introduce a factor that may pose a cost for a learner and their families for attending the school or setting and ask for an individual to step onto the continuum at a place to represent the impact of that factor. You could use the attached **‘cause of cost’ flashcards** to help with thinking of ideas or produce your own.

## 2. Main Activity – ‘Value Continuum’

**Ensure that learners do not think that they must select a point on the continuum that represents them personally.** This can be outlined by making it clear that learners do not do this from a personal viewpoint but as a ‘general learner’. A second idea may be to introduce an imaginary pupil, ensuring that this imaginary pupil bears no resemblance to any of the learners present or known with any identifier used, such as a choice of initial, for example. If it benefits your learners to introduce more detail for comprehension of the activity then a scenario could be given, e.g.: ‘I want you to imagine a young person. Let's call this young person ‘J’. ‘J’ lives in [local area] with their family. ‘J’ is in Year 8. ‘J’ is really good at music and wants to be a professional singer or musician. ‘J’s family have a lower-than-average income.’ Decide if the cost of ‘x’ factor has a large or minimal impact for J and their family.’

- Ask the person to explain why they have chosen that place on the continuum. Open the discussion to the group to gain a consensus of where on the continuum the ‘cost’ should be.
- Place the flashcard at this point and repeat for another cause of cost flashcard.
- When the activity is completed and all the flashcards have been placed, check with the group if there are any other costs associated with your school/setting that have not been discussed and include these on the continuum.

### 3. Plenary – ‘Review and Reflection’

- Review the positioning of all costs and discuss to get final agreement of how the value continuum looks from minimal to large impact.
- Reflection of the activity may include highlighting any hidden costs and issues that the children and young people have raised that could be taken into consideration in the school or settings action planning against poverty.
- Ensure that **sources of support** for any concerns over issues raised in the session are signposted again at this point.

#### Additional activities:

- Consider adding a financial component, which will develop the activity into a budgeting exercise. Consider, for example, how these school events would impact a limited budget in real terms? Other household costs could be introduced (e.g. the household washing machine breaks down) so that it becomes evident how difficult it is to manage the extra costs that schools sometimes present to families. This would raise questions and encourage meaningful discussion, allowing for financial learning in an authentic context.
- Consider using this as a staff activity. This could raise awareness and understanding of the impact of poverty for their learners and their families and their wider community. It could also illustrate how the financial costs presented by school and school related activities may exacerbate this further.



**MINIMAL  
IMPACT**

**LARGE  
IMPACT**

**FOOD**

**EVENT**

**DAYS**

**SCHOOL  
BAG**

# **SPORTS KIT**

# **LEARNING AT HOME**

**TRAVEL**



**NON-  
UNIFORM  
DAYS**

**EQUIPMENT**

# **AFTER SCHOOL CLUBS**

**UNIFORM**

**TRIPS**

**FUNDRAISING  
& CHARITY  
EVENTS**

**OTHER**

## Notes