

# Money, Money, Money

David Porter

KS3/KS4

# KS3/4

## Introduction

Money not only makes the world go round, it also provides an enormous range of challenging material for devised drama, story lines, depth of characters and some fascinating ideas. Money is the root of evil, but it can also do enormous good and, as we can scarcely live without it, it's an appealing theme for teenagers.

In these six 90-minute sessions different angles on money are explored, from winning it to stealing it, from losing it to earning it and from borrowing it to finding it. Money is considered in its many facets from cash to credit and digital currency. There is a decision-making grid at the end of the scheme suitable for all devising sessions and for other themes and schemes.

In deciding a point of view for developing a plotline, students are encouraged to consider the less obvious and to focus on creating plausible characters to work the story.

There is additional material on the decision process for developing credible characters and on further ideas for money themed drama devising.

### Learning objectives

By the end of this scheme learners will have:

- ▶ Developed their drama devising repertoire on the theme
- ▶ Understood how characters drive plot
- ▶ Worked collaboratively to improve drama skills
- ▶ Explored a range of ideas and concepts.

### The sessions

#### Session 1: Winning It

Whether it's a lottery or other gambling, winning money is fraught with all kinds of dangers for winners and their families alike.

#### Session 2: Earning it

The world of work, legal and illegal, the getting and losing jobs ... the fact is that having the ability and opportunity to earn money often defines us.

#### Session 3: Losing it

Losing money can be traumatic and sometimes character-forming, which is a stimulus for a piece about fiscal loss and the impact on all concerned.

#### Session 4: Stealing it

There are motives, methods and opportunities aplenty to steal others' money, but most people don't do it. What happens when it is done, and maybe fails?

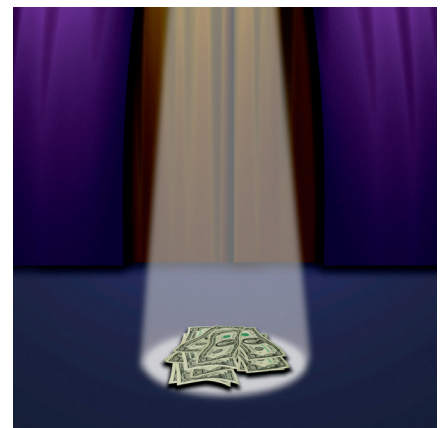
#### Session 5: Borrowing it

For every borrower there has to be a lender, willing or otherwise. This explores the idea of borrowing and what happens when it goes wrong.

#### Session 6: Finding it

Finding money should lead to the finder handing it in. Or should it? There is a moral dilemma to be worked out through credible characters.

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### Gender

Students should be encouraged to experiment with playing different roles and teachers will be aware of sensitivities surrounding how some may choose to identify themselves in gender terms.

### Stretching and challenging

While not noted at every point, teachers will sense good moments in a session to ask the most able to work with the least able; to multi-role; to lead on peer assessment; to be far-reaching on self-evaluation, and to direct, act and design the same piece.

### Useful terms for the theme

Cash, dosh, moolah, currency, moneybags, brass, bread, dough, flush, affluent, prosperous, rolling, skint, broke, bankrupt, mean, greedy, generous, well-heeled, lucrative, thriving, impoverished, filthy lucre, readies, funds, the necessities; greenbacks.

### Points of view

Students should be encouraged to take a viewpoint from a less obvious character, such as a witness, a bystander, a victim, a reporter, a granny to help develop better characters in interesting plots.

## Session 1: Winning it

### Learning objectives

By the end of the session students will have:

- ▶ Developed drama devising repertoire from the theme of winning money
- ▶ Understood how certain characters drive plot
- ▶ Worked collaboratively to improve drama skills
- ▶ Explored a range of ideas and concepts around winning money.

### Warm-up (5 mins)

In groups of 4/5, all playing cards or dice; one of you just keeps on winning which annoys the others more and more and they accuse him/her of cheating. What is the outcome?

### Discussion, new learning (20 mins)

In sport there is debate about how important is winning compared to taking part. Well, clearly, winning is ultimately everything.

Teacher leads this discussion further; consider how important is a winning mentality, a lucky streak in money terms. Does any student have experience of gambling or lottery wins? How does someone else winning big make you feel? If your best friend won a huge sum and gave you, who are struggling, nothing, how would you feel?

Has anyone heard of lottery winners who found their lives changed for the worst?

### The development (20 mins)

In the same groups, ask students to develop a story around winning some money; it doesn't have to be a large amount. The focus is who is telling the story and/or who is it about. Is there a warning in it? How does it affect others and the winner him/herself?

Make the characters credible with some sense of who they are, what they do and how they feel about things. Use Resource 1 at the end of this scheme to start off.

What drama devices will be needed, such as mime, narrator(s) or flashbacks?

#### An unexpected point of view:

The obvious story line might be that someone wins big on the lottery or horseracing and it turns them into a crazed, selfish monster. That's fine. But teachers may suggest instead that, for example:

- ▶ Someone wins a private bet and wishes he/she hadn't
- ▶ Someone expects to share in some winnings, but doesn't and reacts badly
- ▶ Someone makes a plan to have a relationship with a winner
- ▶ Someone finds his/her winning streak abruptly ends
- ▶ Someone won 20 years ago, but look at him/her now.

### Sharing progress so far (25 mins)

Invite selected groups to present work in progress.

### Quick assessment (10 mins)

Teacher-led assessment of how far credible characters have been created who drive the story forward about the effects of winning money and how at least one person is impacted by a win.

### Plenary and reflection (10 mins)

Teacher-led round-up of learning this session, particularly on the successful use of drama devices to develop characters in a story that worked.

### Forward prepping

For next session, research a real-life story of someone or more impacted by loss of their ability to earn money through work.

### Songs as stimulus

Good money-themed songs include 'Money, Money, Money' (ABBA), 'You've Got to Pick a Pocket or Two' (from *Oliver!*) and 'Can't Buy Me Love' (The Beatles).

There are dozens at: Digital Trends <https://www.digitaltrends.com/music/best-songs-about-money/>; Billboard <https://www.billboard.com/photos/7370491/15-best-songs-about-money> and Thoughtco <https://www.thoughtco.com/classic-pop-songs-about-money-2522323>. Teachers may want to check content first.

### Resource

*Lessons about keeping our money safe* <https://www.iwight.com/azservices/documents/2562-LessonsMoneySafe5-11webv4-1.pdf>

Although designed for the primary range, this is an effective introduction to money and suggests ways forward for the teenager to explore in drama.

### Resource

Winning big money may not be a great thing. See the Michael Carroll story: [www.dailymail.co.uk/news/article-2357844/Lotto-lout-Michael-Carroll-takes-204-week-job-biscuit-factory-squandering-10m-jackpot.html](http://www.dailymail.co.uk/news/article-2357844/Lotto-lout-Michael-Carroll-takes-204-week-job-biscuit-factory-squandering-10m-jackpot.html) and some US examples: [www.cracked.com/article\\_20553\\_5-real-people-whose-lives-were-ruined-by-winning-lottery.html](http://www.cracked.com/article_20553_5-real-people-whose-lives-were-ruined-by-winning-lottery.html)

### Sharing warm-ups

Sharing warm-ups is a matter of taste and it may sometimes be worth selecting a group or two, depending on time available.

## Session 2: Earning it

### Learning objectives

By the end of the session students will have:

- ▶ Developed their drama devising repertoire from the theme of earning money
- ▶ Understood how certain characters drive plot
- ▶ Worked collaboratively to improve drama skills
- ▶ Explored a range of ideas and concepts around earning money.

### Warm-up (5 mins)

In groups of 4/5 create a scene in a waiting room for a job interview, one emerges having got the job. What is the reaction of the others?

### Discussion, new learning (20 mins)

Teacher leads discussion about how work is found, applied for and interviewed for; how redundancy might work, what happens then for people's families and living costs. What are their experiences of it? How important is the ability to earn money to our way of life and to people's sense of self-worth?

### The development (20 mins)

In the same groups develop a scene (at most two scenes) in which someone is either engaged or sacked from their money earning environment. Is it a clash of personalities? Does someone have a motive for employing/sacking someone? What is the effect on everyone in the scene, including their family at home?

Make the characters credible with some sense of who they are, what they do and what they feel about things. Use Resource 1 to start off.

Is there a message from the story that may be conveyed to the audience?

#### An unexpected point of view

The obvious story line might be that someone goes to work and earns a little or a lot of money and leads an exciting or dreary life, is generous or selfish. That's fine.

But teachers may suggest instead that, for example:

- ▶ Someone asks for a pay rise with an unexpected consequence/outcome
- ▶ Someone moves jobs to earn more and wishes he/she hadn't
- ▶ Someone can't make ends meet working, with tragic consequences
- ▶ Someone is suddenly, unexpectedly sacked – Why? How?
- ▶ Someone who has retired decides to go back to work with hilarious or sad outcomes.

### Sharing progress so far (25 mins)

Invite selected groups to present work in progress.

### Quick assessment (10 mins)

Student-led assessment of how far credible characters in his/her own group have been created who drive the story forward about the effects of earning money and how at least one person is impacted by a job or loss of it.

### Plenary and reflection (10 mins)

Teacher-led round-up of learning this session, particularly on use of characters to drive a story and how a message may or may not be drawn from it by the audience.

### Forward prepping

For next session, write a drama outline or storyboard scenes of a tale about someone who loses a lot of money. How? Why? What is the outcome?

### Resource

The advent of the layoff movie; useful background about losing the ability to earn money:  
[www.thefiscaltimes.com/Articles/2010/04/23/Ten-Movies-About-Layoffs](http://www.thefiscaltimes.com/Articles/2010/04/23/Ten-Movies-About-Layoffs)

### Further ideas

Resource 2 contains suggestions for other angles to pursue around money and its use and/or misuse.

## Session 3: Losing it

### Learning objectives

By the end of the session students will have:

- ▶ Developed drama devising repertoire from the theme of losing money
- ▶ Understood how certain characters drive plot
- ▶ Worked collaboratively to improve drama skills
- ▶ Explored a range of ideas and concepts around losing money.

### Warm-up (5 mins)

In groups of 4/5 they are friends out for a night of partying; one discovers his/her money is lost, gets very anxious. What do the others do? How do they search for money? Do they all help? Why not? What is the outcome?

### Discussion, new learning (20 mins)

Ask if anyone has ever lost any money. A wad of money? A £5 note? How important was it? What was done to search for it? What was the outcome of the loss? Did you try to cover it up? Pretend you hadn't lost it? Blame someone else?

Money can be lost through carelessness, forgetfulness, theft, misunderstandings, trusting the wrong person, fire damage, flood or natural disaster.

Would you ever give someone who had lost money a gift of your money? Would you if it was a child?

Would you pay to charity after a big tragedy has happened to people you don't know?

Money can be lost through a scam, perhaps on the internet, and it could be lost in a risky investment in Bitcoin or other digital currency.

### The development (20 mins)

In the same groups, devise a scene in which one of you loses a sum of money that matters. Who does it matter to? If it is not found, what is the outcome? Does some sort of angel save the day?

Make the characters credible with some sense of who they are, what they do and what they feel about things. Use Resource 1 to start off.

Is there a lesson in life for the central character here?

#### An unexpected point of view:

The obvious story line might be that someone loses a cash sum while shopping and is devastated as is their nearest and dearest. That's fine.

But teachers may suggest instead that, for example:

- ▶ Someone hasn't lost the money but believes he/she has
- ▶ Someone 'loses' money for them as a joke which backfires
- ▶ Someone invests/gambles food money and loses every penny
- ▶ Someone gives money to the loser at enormous personal cost
- ▶ Someone lost money 20 years ago, and look at him/her now.

### Sharing progress so far (25 mins)

Invite selected groups to present work in progress.

### Quick assessment (10 mins)

Student-led assessment of how far credible characters in another group have been created who drive the story forward about the effects of losing money and how at least one person is impacted by the loss of it.

### Plenary and reflection (10 mins)

Teacher-led round-up of learning this session, particularly on use of characters to drive a story and how a life lesson may be learned by a character which makes him/her more believable.

### Forward prepping

For next session, research a film that says something about the effect on at least one character of being involved in stealing money, either as victim or perpetrator.

#### Resource

American Express article, *What losing all my money taught me about making money.*

<https://www.americanexpress.com/us/small-business/openforum/articles/what-losing-all-my-money-taught-me-about-making-money/>

## Session 4: Stealing it

### Learning objectives

By the end of the session students will have:

- ▶ Developed drama devising repertoire from the theme of stealing money
- ▶ Understood how certain characters drive plot
- ▶ Worked collaboratively to improve drama skills
- ▶ Explored a range of ideas and concepts around stealing money.

### Warm-up (5 mins)

In groups of 4/5, one accuses the others in turn of stealing money from him/her. It turns out the money was never stolen, merely 'misplaced'.

### Discussion, new learning (20 mins)

Has any student ever experienced theft of money? What was the effect? Does anyone know someone who has stolen money or shoplifted?

Teacher leads discussion on motives, methods, opportunities for stealing money, then moves on to possibilities of being caught or getting away with it.

Then there are the questions of conscience, regret, taste for crime and impact on victims.

Is stealing money remotely online or on the phone just as bad?

### The development (20 mins)

In the same groups, devise a scene in which a theft occurs. What is the method? Who does it matter to? Is anybody caught? What is the outcome? Does some sort of angel save the day?

Make the characters credible with some sense of who they are, what they do and what they feel about things. Use Resource 1 to start off.

Does the theft have to be shown or can it better be reported and reacted to by the actors?

#### An unexpected point of view:

The obvious story line might be that someone steals money from another because his/her need is perceived to be greater, regardless of the consequences.

That's fine.

But teachers may suggest instead that, for example –

- ▶ Someone steals money from someone they wish they'd never messed with
- ▶ Someone has money stolen and goes looking for revenge, which backfires
- ▶ Someone is a witness to theft, but is too afraid to speak out
- ▶ Someone reports a theft, but is not believed
- ▶ Someone lost money 20 years ago, but look at him/her now.

### Sharing progress so far (25 mins)

Invite selected groups to present work in progress.

### Quick assessment (10 mins)

Teacher-led assessment of how far the central and minor credible characters have been created who drive the story forward about the stealing of money and whether it was dramatically more effective to show or report the actual theft.

### Plenary and reflection (10 mins)

Teacher-led round-up of learning this session, particularly of use of characters to drive a story, and how some events can be effectively reported with actors showing the impact.

### Forward prepping

For next session, ask them to write or record on their phones a monologue from a person who either borrowed a lot of money, or lent it, and now it has gone missing.

#### Resource

Heist movie ideas with which the teacher should be selective: <https://www.pastemagazine.com/blogs/lists/2013/04/the-best-heist-movies.html>

## Session 5: Borrowing it

### Learning objectives

By the end of the session students will have:

- ▶ Developed drama devising repertoire from the theme of borrowing money
- ▶ Understood how certain characters drive plot
- ▶ Worked collaboratively to improve drama skills
- ▶ Explored a range of ideas and concepts around borrowing money.

### Warm-up (5 mins)

In groups of 4/5 create a scene in which one person in a group of work colleagues has borrowed some money from all the others, but still can't pay it back. What is the outcome?

### Discussion, new learning (20 mins)

Teacher leads discussion about both borrowing and lending and taking any experiences of both aspects. Is it generally a good thing? What about the difference between borrowing someone's homework and borrowing your parents' life savings? Is it always necessary to return what has been borrowed? Undamaged? With interest?

Can you borrow crypto-currency?

### The development (20 mins)

In the same groups, devise a scene (at most two scenes) in which some money is lent. Why is it lent? Who does it matter to? Is it likely it will be returned? What is the outcome? Does some sort of angel save the day?

Make the characters credible with some sense of who they are, what they do and how they feel about things. Use Resource 1 to start off.

Make the motive for borrowing/lending arise from the characters: a very strong and/or weak person; a generous and/or mean person or a liar and an honest person.

#### An unexpected point of view:

The obvious story line might be that someone borrows money and 'forgets' to pay it back with a terrible outcome for the lender.

That's fine.

But teachers may suggest instead that, for example:

- ▶ Someone borrows money from a person who cannot afford it
- ▶ Someone lends money for a good cause, but then needs it back immediately
- ▶ Someone lends money that he/she borrowed, with a terrible consequence
- ▶ Someone borrows money knowing it will starve someone else's children
- ▶ Someone borrowed/lent money 20 years ago, but look at him/her now.

### Sharing progress so far (25 mins)

Invite selected groups to present work in progress.

### Quick assessment (10 mins)

Student-led assessment of how credible the characters were in their own group in driving the story forward about the lending/borrowing of money and whether they had believable motives.

### Plenary and reflection (10 mins)

Teacher-led round-up of learning this session, particularly on use of characters to drive a story and how the motives that would make someone borrow and another lend were effectively portrayed through drama devices and acting.

### Forward prepping

For next session, draw a role-on-the-wall type summary of a character you would like to play who finds money, but rationalises that his/her needs are greater and will not be returning it.

### Resource

*The Borrowers*, family film based on novels, about 4-inch people who live by 'borrowing' the things used by normal-sized people:  
[www.imdb.com/title/tt0118755/](http://www.imdb.com/title/tt0118755/)

### Further ideas

There are suggestions in Resource 2 for a variety of other angles to explore around money and its use and/or misuse.

## Session 6: Finding It

### Learning objectives

By the end of the session students will have:

- ▶ Developed drama devising repertoire from the theme of finding money
- ▶ Understood how certain characters drive plot
- ▶ Worked collaboratively to improve drama skills
- ▶ Explored a range of ideas and concepts around finding money.

### Warm-up (5 mins)

In groups of 4/5, you are a mixed age family on a day out when you stumble across a big haul of cash in a supermarket bag. One wants to hand it in; another doesn't. What is the outcome?

### Discussion, new learning (20 mins)

Teacher leads discussion about finding money, or anything else of value. Any experience of this in class? Would you hand in a small coin? A £20 note? £1000? What is the difference? Would you expect a reward?

What if you decided to keep it and then heard an old person had lost their life savings; would you hand it in then? Would you expect a reward? Would you hand in some of it and pretend that was all there was? If you were older would you act differently?

Could anybody 'find' some money in a digital banking system and steal it?

### The development (20 mins)

In groups of 4/5, develop a single scene where you are that mixed age family; one of you is the narrator, and you have that moral dilemma. It is a lot of money. On the web you see a story of an old lady in deep need who is same age as your eldest family member. What do you do?

Make the characters credible with some sense of who they are, what they do and what they feel about things. Use Resource 1 to start off.

Make the moral issue of keeping it or handing it in the driving force of the characters.

#### An unexpected point of view

The obvious story line might be that someone finds money in an unexpected place and decides to keep it but gradually wishes he/she hadn't.

That's fine.

But teachers may suggest instead that, for example –

- ▶ Someone finds money in a forgotten place (old cupboard, under floorboards, in a bank statement), can't trace who owned it and is accused of theft
- ▶ Someone finds his/her own money, but is expected to be grateful to the person who hid it as a joke
- ▶ Someone finds money covered in blood, or in his/her car or bank account
- ▶ Someone knows who lost the money, but decides to say nothing out of hatred
- ▶ Someone found money 20 years ago, and look at him/her now.

### Sharing progress so far (25 mins)

Invite selected groups to present work in progress.

### Quick assessment (10 mins)

Student-led assessment of how the moral dilemma was worked out through convincing characters in another group and how they drove the story forward.

### Plenary and reflection (10 mins)

Teacher-led round-up of learning this session, particularly on use of characters to drive a story and how the use of a narrator(s) enhanced the sense of dilemma in the characters as they reached a decision.

### Forward prepping

For the teacher who is interested in devising on themes not only for drama lessons, but for a full-scale production, check out: <https://www.tes.com/resources/search/?q=School%20Productions%20and%20Devised%20Drama>

### Resource

Article, *10 People Who Found Big Money and Returned It*:

<http://listverse.com/2013/09/02/10-people-who-found-big-money-and-returned-it/>

# RESOURCES

## Resource 1: Decision grid

First questions	First answers
Who?	Who are the characters in your story? Do you need to decide now? Who are they to others (mum, son)? What do they do, like/dislike, hope for, fear, love? How do they relate to each other? How old are they? Do they all have to be similar age? What do they wear? Eat? Drink?
Where?	Where is this story taking place? More than one location?
When?	When is this story taking place? Now? 100 years ago? Last week? Last year? Yesterday? In more than one time frame? Flashbacks? Flash-forwards?
Why?	Is there a problem to resolve? A mystery? A crime? A secret exposed? A wish fulfilled? Something else?
What happens?	Is there a resolution? Is there a satisfactory climax/conclusion? Who does what? Who finds out what? Is there a message for the audience?
<b>Consequences</b>	This is part of the direction the devised piece goes in towards an ending that will convey something to the audience
Impact on people?	Is there lasting or temporary effect of the outcome on the characters? On others? On someone's relationship? Are there regrets, pride, certainty, anger, resentment or doubt?
Point of View?	Who is telling the story? A narrator? A narrator in role? More than one narrator? From the viewpoint of which character are judgments being made? Is the character a hero/villain, good/bad, honest/liar or other?
Other impacts?	Arising from the story are there effects on the environment, on a building, on the public, on social media, on a neighbourhood, on the actions of authorities? Are the effects lasting or temporary?



Alternative outcomes?	Do all characters make the best choices and decisions? Are there other endings that would be better? In what way? Why? How? Does the audience want to see a different outcome?
Grey areas?	Is everyone a goodie, straightforward villain or a liar? Are there shades of a character? Are all decisions clear and definite? Is there sometimes fudging, half-truths and people getting the wrong impressions and/or jumping to the wrong conclusions?

## Resource 2: Alternative uses of money themes

### 1. *Death and taxes*

These are generally accepted as the great inescapables of living. We are certainly taxed on our spending (VAT), our services (Council Tax) and on our earnings (income tax and National Insurance contributions). Businesses are taxed on top of that.

There is a story there as part of the exploration of the themes surrounding money, e.g. tax evasion versus tax avoidance.

### 2. *Inflation*

It eats away at savings and raises the cost of living, but while it may be a fact of life, it can be a powerful idea to explore, e.g. someone keeps increasing costs to customers because the wage/commodity prices go up, but when wages increase, nobody is any better off. What of the person who is either too rich or too out of it to be affected by that?

### 3. *Foreign currency*

We generally have to change our money for other currencies when we leave the UK. Is there a story in swindling, theft on holiday, misunderstanding different values or trying to spend foreign cash at home?

### 4. *The Parable of the Talents*

From the Bible, Matthew 25:14-30, the story of a rich man who left money in safe keeping of his servants while he was away. Two used his money to prosper and increase his wealth; one just buried it in the ground because he was afraid of his master.

### 5. *Personal finances*

How interest rates, payday loans, loan sharks and mortgages and rent work are useful teaching points for teenagers but putting them into a piece of character-driven drama drives home a message to students and audience alike.

### 6. *Charity begins at home*

Doing good with money is a worthwhile cause – take Bill Gates and what he gives to charitable, global causes, for example. But some people hold the view that any spare cash should be used in their own family before helping others, even if they are worse off.

### 7. *The illusion of money*

In an age of crypto-currencies like Bitcoin, payments by BACs, contactless payment, is money losing its sense of worth? If it's all just a row of digits on a screen is it the same as a stack of £10 notes in the hand?

What about a handful or small copper coins (shrapnel) – are they worth keeping? Saving up?

### 8. *Equals*

If everyone had the same amount of money would the world's problems be at an end? Would everyone still have the same amount of money after a week? A year? A decade?

### 9. *Too much?*

Is it possible to have too much money? How rich is rich?

What is the definition of poverty?

In a sense the musical *Blood Brothers* addresses aspects of the idea through the different lifestyles the twins enjoy/experience.

### 10. *Can you buy a person?*

Working for someone may not really be buying them literally, though in some work it seems like that. But people do buy others besides their services. There is human trafficking and slavery. There is controlling through fear and intimidation.

There may be a story in using money for bad purposes with different outcomes and victims than normally looked at.