

LESS IS MORE (LEVEL 3)

Description	Learners will look into home expenses and identify how they can reduce extra costs while maintaining or improving the quality of life for the family.
Leading Question	Why don't young learners help us in managing and reducing our home expenses?
Total Time Required	1 hour and a half a day for 7 days.
Supplies Required	Paper and pencil
Learning Outcomes	<ol style="list-style-type: none"> 1. Practice arithmetic operations to solve real life challenges that help to improve the quality of life. 2. Self-direction and organization: from working with least supervision to identifying required tasks and setting a plan of action. 3. Practice problem solving techniques.
Previous Learning	Fractions, percentages and arithmetic operations.

DAY 1

Today you will learn about life expenses and how to use your money wisely.

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> ● Introduce the learner to life expenses in general. ● Mention that this project focuses on house expenses and excludes education, health, travel, transportation, etc.
10 minutes	<ul style="list-style-type: none"> ● Explain to the learner that house expenses are mainly split into 4 groups: Food and beverages Toiletries and detergents Rent/mortgage and utilities Furniture and appliances
10 minutes	<ul style="list-style-type: none"> ● Today's task is rent, utilities and services. ● Supervisors should give a brief definition of each and how much it costs Rent/mortgage – monthly cost

	<p>Utilities – electricity, landline, internet, etc. Services – cleaning services, etc.</p>
20 minutes	<ul style="list-style-type: none"> Learners will discuss their thoughts on the costs and suggest ways to reduce these costs. <i>TIP: Ask questions such as: How can we reduce the cost of ____? Which of these suggestions can make us healthier or happier?</i>
25 minutes	<ul style="list-style-type: none"> Learners will prepare a presentation on their suggestions They can use drawings, role playing or a speech.
15 minutes	<ul style="list-style-type: none"> Learners will present and supervisors will note down their assessment of the presentation. <i>TIP: Tell the learner what was good, what can be improved and whether the cost cutting suggestion is approved</i> Learners note down the approved cost cutting suggestions.

DAY 2

Today you will learn about how much you spend on food and beverages in the house.

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> Explain to the learner today is focused on the monthly cost of wasted food and beverages. Once this is determined, learners can come up with suggestions of how to reduce costs without negative effects on quality of life.
Continued to end of day	<ul style="list-style-type: none"> Learners will note down all food, snacks, water and other beverages are served during the day. Note down the quantities of wasted food and beverage in each category. <i>TIP: There is a worksheet under Appendix 1 and 2 to help filling this out.</i>

DAY 3

Today you will use division to calculate how much money is spent on food and beverages in your home.

Suggested Duration	Activity and Description
20 minutes	<ul style="list-style-type: none"> Using the table that was filled yesterday, the learners need to calculate the costs of wasted food items. To do this they need the item's price (of the same brand and size). They can get this from: The supermarket receipts A price list Internet search Approximate price Costs are calculated according to the quantity consumed. Ex. if the egg carton containing 30 eggs is for \$15, and 2 eggs are consumed, then the cost of 2 eggs is: $(2/30)*15=\\$1$.
1-2 hours	<ul style="list-style-type: none"> Learners can divide the task amongst one another and get help.

DAY 4

Today you will use addition, subtraction, multiplication and division to help find a way to reduce food and beverage costs.

Suggested Duration	Activity and Description
20 minutes	<ul style="list-style-type: none"> Learners will calculate the estimated value of wasted food and beverages per month. The estimate is the daily value multiplied by 30.
30 minutes	<ul style="list-style-type: none"> Learners will think and discuss ways to reduce costs without having any negative effects on the quality of life. Prepare to present ideas to the parents.
10 minutes	<ul style="list-style-type: none"> Learners will present and supervisors will note down their assessment of the presentation. <i>TIP: Tell the learner what was good, what can be improved and whether the cost cutting suggestion is approved</i> Learners note down the approved cost cutting suggestions.

DAY 5

Today you will learn about how much you spend on toiletries and detergents in the house.

Suggested Duration	Activity and Description
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10 minutes	<ul style="list-style-type: none"> Learners will identify the costs of toiletries and detergents and figure out a way to reduce these costs without compromising current quality of life. Learner should <ul style="list-style-type: none"> Check all toiletries used by family members. Ask every member about their monthly consumption. Check all detergents used per month. Calculate the costs as was done with food and beverages.
45 minutes	<ul style="list-style-type: none"> Learners will calculate the cost of toiletries and detergents consumed by the family in a month.
40 minutes	<ul style="list-style-type: none"> Learners will think of and discuss ways to reduce costs without having any negative effects on the quality of life. Learners will present and supervisors will note down their assessment of the presentation. <i>TIP: Tell the learner what was good, what can be improved and whether the cost cutting suggestion is approved</i> Learners note down the approved cost cutting suggestions.

DAY 6

Today you will use addition, subtraction, multiplication and division to help find a way to reduce toiletries and detergents costs.

Suggested Duration	Activity and Description
20 minutes	<ul style="list-style-type: none"> Learners will identify the costs of all the furniture and home appliances and figure out ways to reduce these costs while not compromising the current quality of life for the family. Learner should <ul style="list-style-type: none"> Check all furniture sets/items in the house. Try to identify their original price: either by looking at receipts, asking parents, or visiting websites. Check all home appliances and identify the original price. Add the costs of lamps consumed and need replacement monthly.
30 minutes	<ul style="list-style-type: none"> Learners will calculate the costs of all furniture and appliances in the house. To estimate the monthly consumption, learners should estimate a 20% depreciation per year. Yearly consumption can be estimated by dividing total price by 5 and monthly consumption by dividing the yearly consumption by 12.

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- 10 minutes**
- Learners will think of and discuss ways to reduce costs without having any negative effects on the quality of life.
Is there a way to make sure they last more than 5 years?
 - Learners will present and supervisors will note down their assessment of the presentation.
 - *TIP: Tell the learner what was good, what can be improved and whether the cost cutting suggestion is approved*
 - Learners note down the approved cost cutting suggestions.
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DAY 7

Today you will set up a plan for future spending and reflect on what you have learned.

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> • Review the approved suggestions with the learner to set up an action plan. <ul style="list-style-type: none"> • Observe cost reduction over 2 months to verify whether expenses have gone down.
30-45 minutes	<ul style="list-style-type: none"> • Set the plan to implement and monitor the suggestions. • Responsibilities should be divided to ensure implementation. Who will be responsible for monitoring utilities and services? Who will be responsible for monitoring food and beverages?
20 minutes	<ul style="list-style-type: none"> • Learners will present and supervisors will note down their assessment of the presentation. • <i>TIP: Tell the learner what was good, what can be improved and whether the cost cutting suggestion is approved</i> • Learners note down the approved plan.
20-30 minutes	<ul style="list-style-type: none"> • Reflection on the project. How would consuming less affect the environment and other people? What did you love about this project? What skills have you gained or practiced? What will you do differently now?

ASSESSMENT CRITERIA

- Presentations are clear, interesting, convincing, doable, and would not compromise the quality of life.

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

ADDITIONAL ENRICHMENT ACTIVITIES

- Using pie charts and bar graphs in the final presentation of findings.
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APPENDIX 1: DAY 2 WORKSHEET

Food & Beverages

In each of the cells, there must be a detail of all ingredients and quantities. The more accurate the better it is to estimate the costs.

Name	Food				Drinks		Waste All left over food or drinks that get thrown away	Example Breakfast
	b/fast	lunch	dinner	Others (snacks, desserts, fruits..)	Coffee, tea, hot beverages	Water and cold beverages		
1								Ex: member 1 2 eggs, 2 slices of toast, 1 avocado, 10 olives, & 1 croissant (*waste: 2 olives and ½ croissant)
2								Members 2, 3 & 4 600 ml of milk, 300 g of cereal, 3 cookies.
3								(*waste: ½ cookie, 100 ml milk.)

APPENDIX 2: COST CUTTING PLAN TEMPLATE

Cost cutting suggestion	Who is responsible to monitor it	Punishment to the violator (can be a fee paid)