A story your colleagues could share.

Sample for discussion · 31 October 2026

A practical example of how your colleagues could use Ava Saves Up! with a family group. Start here to see the approach, then agree what would work for your people and setting.

Discussion sample. Not yet tested with external colleague teams. This is not a complete delivery pack; materials, preparation, permissions, costs and support are agreed before use.

Illustrative family session: children aged 5–7 with their grown-ups; up to 15 people altogether; allow 45–60 minutes including settling in. A school version, age range and delivery arrangements would be agreed separately.

Welcome · about 5 minutes

Explain that today's choices belong to Ava. Nobody needs to talk about their family's money.

Share the story · about 10 minutes

Read or share an agreed extract from Ava Saves Up! Pause when Ava wants the Super Speed Trainers. Ask: "What could Ava do next?"

Practise a pause · about 5 minutes

Tap, Tap, Pause. Take one breath, then ask, "Do I need it, or do I want it?" and "If I get it now, what can't I get later?" Then choose. A breath or pause card can be used; nobody has to make a tapping gesture.

Explore needs, wants and "it depends" · about 10 minutes

Use picture cards or spoken examples. Ask what each thing is for, then listen to the reason. Children can point, sign, speak, watch or pass.

Choose with play coins · about 10 minutes

Offer six play coins and pots labelled Save, Spend and Share. Let the group explain a choice. "Save some, spend some, share some if you can." Sharing stays optional.

Close and take home · about 5 minutes

Return to Ava's choice. Give families the agreed Fridge Card and point them to the free parent activity. Allow extra time for questions or settling in.

How we would prepare together.

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A short worked example

Ava wants the trainers. Her money-band says zero. The colleague asks: “What could Ava do next?” After the pause and the two questions, invite different answers. Waiting, saving or choosing something else can all open a conversation. Wanting the trainers is not wrong.

Before a first session

Read the story aloud; practise the routine and questions; check the agreed activity cards, play coins, pots and Fridge Cards. Confirm the group, access needs, supporting adults and the host’s safeguarding contact. No screen is needed for this sample.

What we would agree together

Your colleagues’ role; permission to use the story and resources; which materials are supplied; familiarisation or training; preparation time; support for the first session; costs; timing; and how useful feedback will be gathered. A small pilot is a way to test the fit, not a commitment to a wider programme.

Keep the experience safe and welcoming

Never ask about a family’s income, possessions or financial circumstances. Do not judge a want or pressure anyone to share. Do not promote accounts or products to children. Materials children receive carry no sponsor branding or product promotion. Routine feedback must not identify children.

If a school is involved

The school invites and agrees the visit; a school adult remains present. Agree responsibilities and required checks before attendance. A colleague visit is separate from a funded PMA classroom place.

If something causes concern

Follow the host’s safeguarding procedure without delay; do not promise secrecy. Safeguarding records and reporting remain separate from routine session feedback. If a child is in immediate danger, call 999.

Your next step

Tell us about your colleagues, the people you hope to reach and the setting. We can discuss this example and what would need to be agreed for a first session.

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