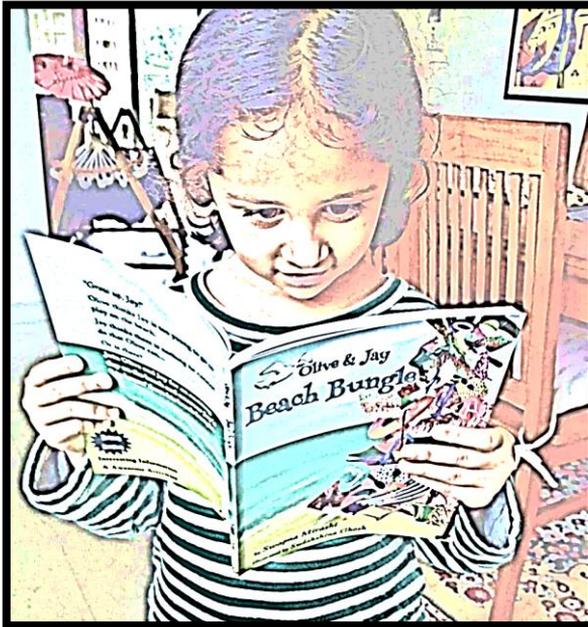




# NoW!

Help your child make wise choices with  
**Need Or Want!**

**By Swapna Mirashi**



*A companion e-book for parents, to children's smart book – Olive & Jay Beach Bungle.*

Dear Fellow Parents,

This e-book is intended to be a companion book for parents to the children's book - Olive & Jay Beach Bungle by the author. The children's book is on the theme of Making Choices based on 'Need or Want'. This e-book will provide the concept and the study on which the children's book is based. It will also provide parents 2 handy tools to help their child to;

*'pop the want bubble and stay out of trouble'*

Like parenting, Project NoW! is work-in-progress. We invite you to become a part of this and help make this project better and richer. Please contribute to the project with your feedback, inputs, experiences, queries and stories.

Please write in to [connect@kaleidoscopetd.com](mailto:connect@kaleidoscopetd.com)

Let us together, support our lovely children to  
**WONDER MORE and WANT LESS!**

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***Affluenza refers to a condition in which we are confused about what it takes to live a worthwhile life. Part of this confusion is the failure to distinguish between what we want and what we need.***

- 'Affluenza: When Too Much is Never Enough' by Clive Hamilton & Richard Denniss

## Scenes - Seen and Heard

### 1. Toy Store Meltdown

Sam follows his mother and his baby sister (in pram) into a large toy store. The baby is turning 1 over the weekend and mom wants to buy all she would need for the First Birthday party.

2 hours into the store, mother with basket full of stuff, her nearly one-year-old girl who is now crying and shouting (it is almost their lunch time) and a 3-year-old boy on the loose, reach the cashier. As the mother struggles to quieten her baby, checks out the stuff from the basket and pays, Sam reaches for a fancy pack of candies, displayed behind the cashier. After knocking down a few packs Sam finally gets the pack he wants. He runs over to mother and puts the pack near the other stuff mother is buying.

‘You cannot have that, Sam. I’ve paid for the rest.’

‘But I want it.’

‘I’m sorry, not today.’

‘I want it now.’

Baby starts crying louder.

‘No Sam, I said NO.’<sup>8</sup>Sam starts to cry, ‘I want it.’

‘Shh Sam, everyone is watching. I’ll get that tomorrow. Now let us go from here.’ Mom hurries, picks up baby, puts shopping bags into the pram and walks out.

Sam stays back crying even louder. He rolls on the floor shouting ‘I want it.’

Mother runs to cashier, pays for the candy Sam wants, shoves it in his hands and exits the store, dragging Sam out with her.

It may look like an end of the trouble for the mother and child. But, it is only the beginning of a newer, bigger, series of trouble.

***‘Remember that sometimes not getting what you want is a wonderful stroke of luck.’ – Dalai Lama***

## **2 Collectible Craze**

8-year-old Ria comes home running from school, demanding another pack of her favourite collectible toys.

‘Ella got the rare one,’ her reasoning, ‘I want one too.’

Ria, Ella and their friends are a part of the ever growing group of young girls and boys who are fascinated by the ‘surprise’ packs of collectible toys available at even a convenience store.

‘We just got one last week.’ Dad argues.

‘But that didn’t have the rare one that Ella got. I want that one.’

‘What’s the big deal about that one?’

‘That is the ‘special’est one. Whoever has that gets the most friends.’

Looking for the ‘rare’ one translates into buying multiple ‘blind’ packs of the toys with duplicates and triplicates of the ‘common’ ones and maybe (just maybe – the chances are like those of winning a prize in a lottery) find the rare one.

### **3. Entitled kids**

3-year-old Sara comes to her best friend's birthday party, holding tightly onto a neatly wrapped present. As she approaches to greet her friend, with her mom, she starts saying 'No, this is mine.' And refuses to hand over the present. Her mother repeatedly tries to convince her that the box is for the birthday girl and that she can have another one later. But Sara refuses to budge. The birthday girl and other friends move on. Sara and her mom leave the party midway as Sara starts to 'act up.'

6-year-old Ahaan gets a present from his grandparents who are visiting. Ahaan impatiently tears apart the gift wrapper and the toy pack to find a wooden 'build-it' toy.

'What do I do with this?' he asks with a frown.

'Play with it,' grandma responds, sipping tea.

'But I can't,' Ahaan replies disappointedly, throwing the toy aside. 'This is not what I wanted. You should have just got me that car.'

6-year-old Z starts shouting and slamming the 'Claw Arcade Machine' if he does not get the toy he wants.

9-year-old Nina cannot come to terms with the fact that not everyone wins a prize in a game organized at a fair. She keeps asking the organizer for her prize even when she did not participate in the game.

Stella simply cannot believe her luck and feels miserable when her parents gift her a surprise top-end car on her 16th birthday. She is horrified that her parents chose an ‘ugly red’.

The examples do not intend to point out ‘a spoilt child’ or ‘a spoiling parent’. Such examples are commonplace in modern, developed societies and in pockets of the developing world. The sheer number of such examples hints more towards the kind of environment we are bringing up our children in and the kind of world our children are growing up in.

*Children today are ‘economically ‘worthless’ but emotionally ‘priceless’* – Sociologist Viviana Zelizer<sup>1</sup>

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<sup>1</sup> Pricing the Priceless Child: The Changing Social Value of Children by Viviana Zelizer

## Children and Advertising

Children are surrounded by stuff. And through continuous media messages and advertising they are enticed, encouraged and reminded to ‘want’, ‘want NOW’ and ‘want more’.

Theorists of advertising psychology<sup>2</sup> have argued that if repeatedly exposed to trademarks and brand names, children could gradually and unconsciously acquire brand preferences that would last a lifetime.

No wonder then that advertisers are putting in lot of money and effort in advertising to children, even in product categories that have nothing to do with children. The impact it has on young minds is worrying.

All children can be influenced and persuaded by the advertisements they see. But younger children (below 8 years) are more trusting and they use advertisements to create lists of things they want and wish to own in the near future.<sup>3</sup>

‘Advertising is a massive, multi-million dollar project that's having an enormous impact on child development,’ says psychologist Allen D. Kanner. ‘Thanks to advertising, children have become convinced

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<sup>2</sup> Harlow S. Gale and Walter Dill Scott

<sup>3</sup> Children, Advertising and Product Experiences: A Multimethod Inquiry by Elizabeth S Moore and Richard J Lutz

that they're inferior if they don't have an endless array of new products.'

In many countries, for these reasons, advertising to children is either restricted or banned. In the UK, Greece, Denmark and Belgium advertising to children is restricted. In Quebec, Sweden, Brazil and Norway advertising to children under the age of 12 is illegal.

***'Advertising is the art of convincing people to spend the money they don't have for something they don't need.'*** – Will Rogers, Actor Humourist Philosopher

In the book *Raising Consumers*<sup>4</sup>, Lisa Jacobson explores the evolution of child consumer through the history in America. The book is significant in understanding how the consumer culture and commercialization of childhood is taking place gradually, with all of us – the parents, teachers, schools, policy makers contributing to it, as much as the profit-seeking marketers and advertisers.

She says that dynamic interactions between the market and new family ideologies, including new notions of play, has helped to shape and legitimize children's consumer culture.

In a modern consumer society dominated by wants, media and advertising, parents are not raising children. They are not raising scholars, champions, artists, thinkers any more. Parents are **raising consumers!**

***'Too much passive recreation (gives) children the impression that buying could substitute for actual life and experience.'*** - Physical Education specialist Agnes Wayman.

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<sup>4</sup> *Raising Consumers* by Lisa Jacobson Columbia University Press

## Need vs Want

Amidst this chaos of stuff that caters to our wants or stuff that makes us want, it is quite natural to lose sight of what one needs.

Research<sup>5</sup> shows that being able to meet all that we need and a few wants gives a feeling of abundance and leads to satisfaction and happiness in life. Getting all that we want is practically impossible as one want leads to another and more and more.

Tantrums, pester power, distraction, instant gratification, are a norm in parenting young children. The root cause of this, as revealed in Beach Bungle, is an unmet need, overlooked due to distraction. If observed intently there appears a pattern in such behaviour.

Beach Bungle travels through this pattern through young Jay's drifting away from his need into a 'want bubble'.

***Amusement - distraction - confusion - chaos - commotion - embarrassment***

The umbrella theme of Olive & Jay is 'Making choices'. The focus of Beach Bungle is on making choices based on 'Need vs Want.'

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<sup>5</sup> How much is too much? By Jean Illsley Clarke, Connie Dawson

**Need** – something that one cannot do without, that is essential for contented survival.

**Want** – something that one desires but doesn't really need.

**People who have no or limited resources, are forced to use them judiciously – as little as they need.**

In a desert, where water is a scarce resource, people have designed systems and their lifestyles to collect as much water as they can from rains and other natural sources, use only what is needed and save for future. They are forced to think of what and how much they need now and in future, and use the scarce resource to best meet their needs.

In cities, where water supply is plenty, systems and lifestyles are not always designed keeping all the needs in view. It is assumed that since there is plenty of water even for the 'wants' like fountains or artificial pond, there will be enough for the needs.

Plenty does not guarantee providing for needs. In fact having plenty makes us want for more.

In the current consumerist world full of desire igniting stuff, it is easy to get blinded by wants. Those with limited money, may be compelled to use it focussed on their needs.

**Those with plenty, since they don't need to, often take their needs and their money providing for them for granted and use their resources as much as they want.**

This is evident in behavior of young children. One only needs to observe them in supermarket, toy or candystore or gift shops or the Supernanny shows to understand this.

Although it is more pronounced in children, this behavior is also seen in adults. Binge eating, retail therapy, alcohol abuse are a few 'disorders' of modern society adults.

An old saying goes - 'don't go hungry for grocery shopping.' A recent study theorizes that hunger may 'spill over and put consumers into the mode of wanting more stuff in general, beyond just food.'<sup>6</sup>

***'Only when the last tree has been cut down, the last fish been caught, and the last stream poisoned, will we realize we cannot eat money.'***

- Cree Indian Proverb

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<sup>6</sup> Alison Jing Xu University of Minnesota 2015

## Getting the most from Beach Bungle

1. Beach Bungle is a beautifully illustrated bridge book. Which means your beginner and confident reader can read on her own. Read it to younger children like a picture book.
2. It is a simple story that inspires exploration of self and surrounds. Expect and encourage questions and discussion on the various elements of the book – needs and wants, nature, travel, beach, play.
3. Prominent ‘non-fiction’ section of the book will provide the immediate interesting information relevant to the topics emerging from the story and activities to encourage interactivity. Guide further exploration based on your child’s interest and curiosity.
4. The underlying message in the book is significant in the areas of financial literacy, self-control/ emotional quotient.
5. The book can be also used to talk about Art, Travel, Migration, Geology and Environment.
6. Use the book as a terrific travel companion!

## Pause & Think! What do I need?

The moral of the story Beach Bungle is;

***‘Pause and Think! What do I need?’***

Needs vs Wants/ Making Choices/ Self Control

**Q. ‘Why is a lesson on ‘needs vs wants’ significant for those who have the money?’**

Precisely for that! For having the money and the opportunity to choose. Several studies<sup>7</sup> on choice suggest that choice leads to confusion.

Money grants wider choice.

More money = wider choice = more confusion.

When we have money, we are not forced to choose what we need. The pictures alongside will prove the point and illustrate Jay’s situation in Beach Bungle.

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<sup>7</sup> Sheena Iyengar, Barry Schwartz, Baba Shiv



What should I choose?

What would you choose?

**What would you like your child to choose?**

**Fig 1. Need or Want?**

## The Model - The Trouble Track

After spending hundreds of hours observing preschoolers in different environments – at home, at preschool and other organized activity, at supermarkets and other stores, at birthday parties and during outdoor free play, I discovered a pattern in their behaviour that leads to commotion so common at that age. It looks like seagull's behavior. Anyone who has encountered seagulls on a beach, will immediately visualise the squawking, nagging and the persistent demands. Older children and adults display similar pattern in a subtle way.

### Seagulls

Seagulls are extremely intelligent, supremely capable birds.

As mentioned in the bonus section of Beach Bungle, they are 'acrobats in the air.' They are also very hungry. Which means they can go to any extent for food. They squawk, they snoop and swoop down on food and also snatch foods of hands.

Seagulls have the brains, the ability and almost insatiable hunger. They are also cute even though pesky at times. The bird thus personifies children when they nag and demand and throw tantrums.

‘Seagull behavior’, the pattern of behavior that leads to unreasonable demands, nagging or pestering, tantrums in children is what I call ‘The Trouble Track.’ There are multiple stages in this trouble track before the eventual commotion.

### The Start

The trouble track invariably starts with a tired, hungry, anxious, sick or in pain, sleep-deprived or over-stimulated, not rested child. This is a ‘Child who Needs (something)’.

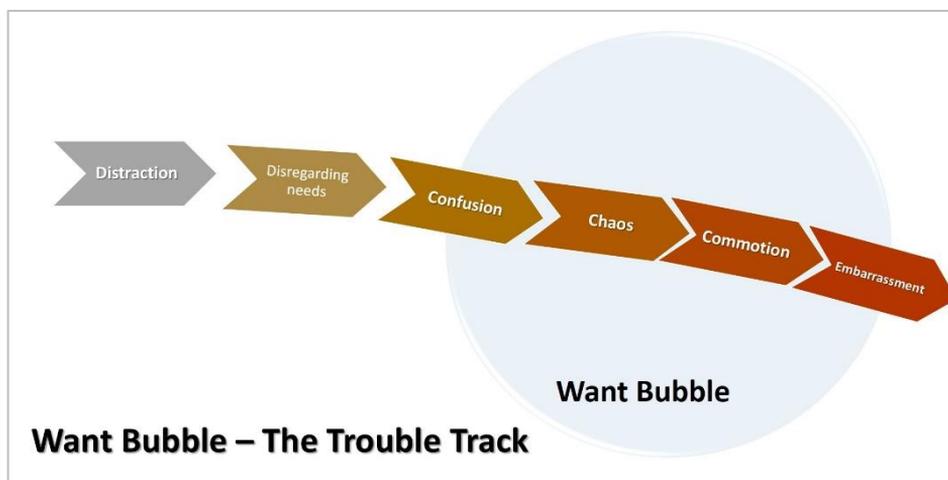


Fig 2 - The Trouble Track

## The Stages

### 1. **Distraction**

When a 'Child who Needs' is distracted from what he actually needs, it kickstarts his journey on The Trouble Track.

### 2. **Disregarding the need**

In a stimulating (chaotic) environment like a shopping mall or a party, children are so taken by the stimuli around that they are unaware (younger ones) or they disregard (older children) their need and just go with the flow.

### 3. **Confusion**

The unmet need, say hunger, keeps popping because well, it is a need and it is not met. This conflict between the unmet need within and the plentiful 'wants' outside leads to Confusion of sorts, that further takes the child away from what he needs into a 'want bubble.'

### 4. **Chaos**

Once inside the 'want bubble', it is chaos. The child starts to show outwardly, disorderly reactions due to aggravated confusion between what he needs and what he wants. This will automatically lead to the more pronounced next stage.

## **5. Commotion**

Crying, throwing tantrum, not listening in younger children is the culmination of The Trouble Track. Older children and adults will show this stage through persistent demands for stuff not resulting to satisfaction - want this, want this now, want more, want everything.

## **6. Embarrassment**

Embarrassment is not a good feeling, but it is a sign of 'coming out' of the want bubble. It is the realisation stage - the 'something is wrong' and 'I need to correct it' stage. Absence of this unpleasant feeling hints towards the child (or an adult) going around within the want bubble. Meaning, the parent should expect continued occurrence of confusion, disorder or commotion or all three.

### **What can parents do to help their child get out of the want bubble?**

1. Understand - the child is in want bubble.
2. Not react to child's action or demands.
3. Pause and think! 'What does my child need?' Help the child (if older) identify her own need.
4. Give/ get what the child needs, not what she wants.

It is difficult to get younger children to realise the right and the wrong or the need and the want. A continued demonstration by of choosing need over a want, asking questions helping them to think of what they need like *are you hungry? Lets get something to eat or you look tired, let us have a quiet time and read a book'* will eventually help the child acquire this life skill sooner.

Children older than 6 years are smart enough to understand right and wrong and need and want. Beach Bungle is hence, designed for this age group (6-9 years). Parents need to reassure that the feeling of embarrassment will go away and is in fact a sign of realisation and beginning.

## Jay's Journey along The Trouble Track

Beach Bungle follows 2 young seagulls – Olive and Jay – through their day on a beach. Jay is accompanying big sister Olive for the first time to play on the beach. He is obviously excited about the new experience – new things he sees, new games he plays. He gets so engrossed in ‘exploring’ that he doesn’t even realise that he is hungry.

Sounds familiar?

‘Yummy worms in red shell’ (French fries) prove to be a trigger that sets Jay on the ‘Trouble Track into Want Bubble’. Olive finds Jay under a big mountain of stuff he has collected, still hungry.

Jay’s busy, exciting and tiring day and the distraction leading to a big commotion on the beach, demonstrates the various stages of ‘wants taking over needs’.

Jay gets **distracted** by the novelty of ‘yummy worms’ in the ‘red shell’ (pack of fries). His **attraction** to the ‘novelty aspect’ of fries overtakes his need for food. **Disregarding this need** for food, he goes after all things new to him on the beach.

In the state of **confusion** on what he set out for in the first place (food or novelty), Jay starts collecting stuff, even snatching them from people, in a disorderly

manner. What transpires is a **commotion** of ‘I want’, ‘I want more’, ‘I want it now’, even after Jay acquires, in Olive’s words, ‘everything there was on the beach’.

When Olive confronts her little brother about this odd behaviour and helps him meet his need, Jay feels embarrassed of his behaviour and the stuff he collected which now is nothing more than trash – his beach bungle.

Happiness and calm is restored once Jay gets what he needs. Jay is happy and he wants no more.

But, at bedtime, it is Olive’s turn to want more – stories, and Jay gets to give back the new lesson he learnt to make Olive realise her need – sound sleep. The story ends with a chuckle.

The story is written in small chapters with simple, short sentences, for beginner readers (6-7 years). With the book’s beautiful illustrations, younger children/ non-readers (3-5 years) can enjoy it being read to, as a picture book. Confident readers (8-9 years) will enjoy uncovering the concept behind this simple story.

## Two Tools and a Mantra

**Can parents help their child from getting into the want bubble at all?**

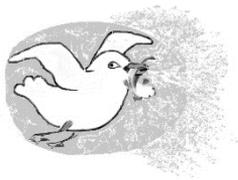
They sure can! In fact, parents have at least 3 chances to help out their child before she slides down the trouble track. The stages are distinct and have gaps between them.

Give them 2 tools and a mantra! Use the tools to follow the mantra to escape the trouble track.

### **The tools**

- 1. *The PAUSE Button***
- 2. *Need/ Want Compass***

### **The mantra**



***‘Pop the want bubble,  
and stay out of trouble.’***

## **The two tools**

Children, even the younger ones, respond to concrete and cryptic messages. They find it amusing and easy to remember. Red to Stop, Green to Go, Zebra for crossing, reading musical notes or following the beat, and for the younger - going down on 'all fall down' in 'ring around the roses', are all examples of codes established in their language.

Such a code is also very efficient and effective. There is no need to use a lot of words that may lead to argument and misinterpretation.

The two tools here will help you amuse, engage and enrol the child in the effort to stay off The Trouble Track.

## 1. *The Pause Button*

Since it is essentially a distracted, over stimulated or tired child, in a busy, chaotic environment who is most vulnerabl to get onto The Trouble Track, it is best to find a moment or a breather.

This tool will help you grant and remind them (and yourself) to take that breather, literally.

### **Hit the ‘Pause Button’ and BREATHE!**

Well, you don’t literally ‘hit’ the pause button, but rather tap or touch it.

During my talks, I ask children to find the ‘pause button’ to their mind;

*‘If your forehead is the remote control to your mind, can you find the pause button on it.’*

### **Pause & Think!**



Once they ‘find’ it, parents please note that spot and reinforce it in good times on multiple occasions so that the ‘pause button’ gets established in verbal and non verbal language with your child. Each child may have his pause button at a different spot on the forehead. And that is okay as long as ‘it works.’ It is important to test the pause button, in a lighter mood, a few times (not overdoing it) before you would actually need it.

To make it even more effective, find your own pause button! And when need be, remember to use your tool and remind your child to use his.

The ‘Pause Button,’ will be effective (on most occasions) to restore a moment of calm, which would it easier to think rationally and use the second tool.

## 2. Need/ Want Compass

The second tool can be applied, in the moment of calm (even if it is a moment).

The Need/Want compass should be used to point towards the True N (Need). Ask a simple question; **‘What do I (or you) NEED?’**



What do I need?

*‘I get what you want, but help me understand what you need at this point.’*

*‘We don’t want to go Jay’s way in Beach Bungle. He got all that he wanted. But was he happy? Jay was happy when Jay got what he NEEDED.’*

Parents’ common reaction to their child’s unreasonable behavior is taking a strict stance, reprimand with an intention to get the child (who is on The Trouble Track or inside a Want Bubble) to listen/ follow/ obey. But none of this happens as the child, from where he is, sees this expectation of him and his parent’s behaviour as unreasonable.

It is thus important at this point, for the parent to not react to the child but to use the Need/Want Compass and think ‘What she needs?’.

Parent is in a position to help the child only when the parent is in control of self, is calm and is able to focus on 'child's need' and not on his action.

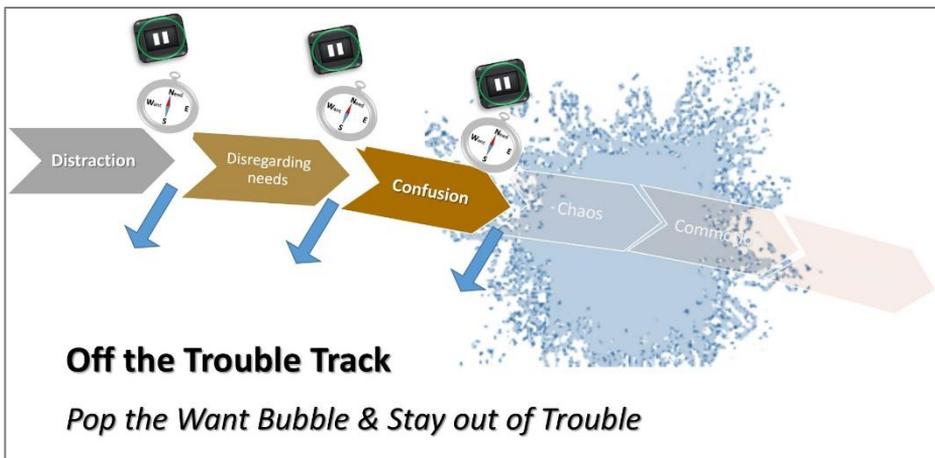


Fig 3 – Off The Trouble Track

7-year-old Tia went around the airport shops with her grandparents. When she came back to the lounge after 30 minutes, she had a few key chain charms for her bag, a couple of Cambodia T shirts, a pair of flip flops, a few chocolates, pack of chips and other souvenirs. She wanted a handbag – ‘the most amazing one’ – she had seen on the shelf. Tia kept nagging but her grandparents had run out of cash. So she had to come back to her parents for more. Her mother calmly asked her to sit down and look at the stuff she had bought. Then she asked Tia, ‘Do you want to play cards?’. Tia agreed. At the time of boarding, nearly an hour later, mother asked Tia, ‘You did not really want that bag. Did you?’ ‘No, I was getting bored.’ Tia was travelling back home from Cambodia, with her family – all adults – parents and grandparents. After an hour long drive to the airport, an hour long wait at the check-in, and with more than an hour and a half to board her flight, Tia needed a break, some meaningful entertainment.

## Nature inspires Wonder

***‘The more high tech our lives become, the more nature we need.’*** – Richard Louv, *The Nature Principle*

It is common sense that spending time outdoors, in nature is good for all. But as our lives and our children’s childhoods got busier, high tech and demanding, we have lost track of how little time we and children actually spend in nature.

Play has not just moved indoors, but has become confined to a single seat and screen. Entertainment, education, play dates and even exploration happens on screens. If not, still in indoor confined spaces.

In the past decade, the benefits of connecting to nature have been well documented in numerous scientific research studies and publications. Collectively, this body of research shows that children’s social, psychological, academic and physical health is positively impacted when they have daily contact with nature.<sup>8</sup>

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<sup>8</sup>Benefits of Connecting Children with Nature: Why Naturalize Outdoor Learning Environments January 2012 NC State University College of Design.

In 1984, Harvard University Biologist, Edward O. Wilson introduced and popularized the concept of Biophilia. The biophilia hypothesis suggests that there is an instinctive bond between human beings and other living systems.

In his best selling book, *Last Child in the Woods: Saving Our Children From Nature Deficit Disorder*, Richard Louv introduced the term 'Nature Deficit Disorder amongst children in modern societies.' He says this is resulting in common behavioral problems of today and harming children and societies.

He says, 'given a chance, a child will bring the confusion of the world to the woods, wash it in the creek, turn it over to see what lives on the unseen side of that confusion. Nature can frighten a child, too, and this fright serves a purpose. In nature, a child finds freedom, fantasy, and privacy: a place distant from the adult world, a separate peace.'

***'I believe the world is incomprehensibly beautiful – an endless prospect of magic and wonder.'*** – Ansel Adams, photographer and environmentalist.

## Conclusion

It is easy to get blinded by wants – they are all around us, shouting loud for our attention with bright colours, dazzling lights and displays, music, engaging commercials and peer influence. It becomes easy then to lose sight of our genuine need, the unglamorous, unattractive, mundane, boring need.

It is not a fault of a child or a parent, it is the lack of coping mechanism to this very busy life and highly stimulating, distracting environment.

I hope, in Olive & Jay Beach Bungle and this companion e-book for parents, parents and children will find a way in developing that coping mechanism.

Would it not be nice if children get back doing to what they are best at;  
**Wonder More and Want Less!**

*‘Every time you spend money, you’re casting a vote for the kind of world you want’* – Anna Lappe

I sincerely hope that parents will find this ebook (along with Olive & Jay Beach Bungle) to help their children discover themselves and identify their needs. In;

- Making wise choices
- Financial literacy
- Observation and Reflection
- Discovery and Exploration
- Conversations and Conservation

**After all, book is just a beginning of all things wonderful!**

## The author

Swapna Mirashi is a Financial Literacy expert who pioneered Financial Literacy for children, in India. Her first book **Money Wise** (2003) was widely reviewed in India. Marathi translation of it was transcribed in Braille by NFBM. **Adventures in Moneypur** (2006), a financial allegory for teenagers was a novel way to introduce the world of personal finance in a simple, engaging way. **ICanDO Financial Planning** (2010) for youth, was launched by the then Indian Finance Minister (now President) Pranab Mukherjee at the International Financial Literacy Conference in Bengaluru.

**Beach Bungle**, Swapna's fourth book, is a part of her current pet projects - developmentally appropriate financial education for children and 'Mind over Money' in Early Years.

Swapna was on Reserve Bank of India's Steering Committee for Financial Literacy in 2007.

Swapna, an MBA has a Creative Thinking /advertising background. She was trained and mentored in 'Writing for Children' by a publishing veteran in Australia. Swapna, lived in India and Australia, now lives in Singapore with her husband and 8-year-old daughter.

## Recommended Further Reading

### For Parents

1. Paradox of Choice by Barry Schwartz
2. Art of Choosing by Sheena Iyengar
3. No! by David Walsh
4. Raising Consumers by Lisa Jacobson
5. Economy of Permanence by J C Kumarappa
6. Misbehaving: The Making of Behavioural Economics by Richard Thaler
7. Predictably Irrational by Dan Ariely
8. How much is too much? By Connie Dawson, David Bredehoft, Jean Illsley Clarke
9. Pricing the Priceless Child by Viviana Zelizer
10. The Psychology of Advertising by Walter Scott
11. Children, Advertising and Product Experiences by Elizabeth Moore and Richard Lutz
12. The Relationship between Personal Financial Wellness and Financial Wellbeing by P Gerrans, C Speelman and G Campitelli
13. Attachment-based developmental model - Gordon Neufeld
14. Human Needs Theory - Manfred Max Neef
15. Mindfulness – Ellen Langer
16. Mindfulness - Dr. Dan Siegel
17. Investigative documentaries of Jacques Perreti
18. The Story of Stuff Project – Annie Leonard
19. Sir Ken Robinson
20. Marshmallow Experiment – Walter Mischel
21. Wisdom from lifestyles of ethnic societies and the challenges of the modern society.

## **For Children – Keep the conversations going**

1. Charlie and Lola - I really really need actual ice skates  
by Lauren Child
2. Those Shoes by Maribeth Boelts
3. Something Good by Robert Munsch
4. If you give a mouse a cookie by Laura Numeroff  
(Illustrated by Felicia Bond)
5. Hard times Jar by Ethel Footman Smothers  
(illustrated by John Holyfield)
6. Berenstain Bears - Get the Gimmes by Stan and Jan  
Berenstain
7. Almost Zero by Nikki Grimes (Illustrated by R Gregory  
Christie Putnam)
8. Pigeon books by Mo Willems
  - a. The Pigeon needs a bath!
  - b. Don't let the Pigeon drive the bus
  - c. Don't let the Pigeon stay up late
  - d. Pigeon wants a puppy!
  - e. Pigeon finds a hot dog!
9. Bear Wants More by Karma Wilson (Illustrated by  
Jane Chapman)
10. The Sneetches by Dr. Suess