



My Money Week 2010

Primary Activity Pack

Involving and inspiring your school
with My Money Week



My Money Week Primary Activity Pack

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My Money Week Primary Activity Pack

Welcome to the My Money Week Primary Activity Pack

Introduction

This My Money Week 2010 Activity Pack helps you to plan school and class activities to get pupils actively involved in personal finance education. It is intended to be used in the run up to and during My Money Week 2010 (28 June–4 July) – an initiative from the DCSF in which thousands of schools across England will carry out exciting projects, challenges, special events and lessons to boost the financial capability of pupils. However, the pack can also be used throughout the school year as well as alongside other My Money resources (including the My Money website: www.mymoneyonline.org).



This Activity Pack will help you to plan school and class activities and get your pupils actively involved in personal finance education.

This pack is part of a whole suite of My Money resources, which are funded by the DCSF and led by **pfeg** and its partners, EdComs, the PSHE Association and NCB. The My Money resources are full of tried-and-tested ideas for bringing personal finance alive for pupils at key stages 1 to 4 and post-16. Together they add up to a flexible, differentiated menu of practical classroom and whole-school materials, from which you can select and adapt activities to suit the needs of your pupils.

Why participate in My Money Week 2010 (28 June–4 July)?

My Money Week is an opportunity to inspire both pupils and teachers to engage in money management in a practical and relevant way. The success of My Money Week 2009 (in which over 11,000 print packs were ordered) shows that this nationwide focus on financial capability can produce real benefits at both primary and secondary level. The decision by the Secretary of State for Children, Schools and Families that PSHE (and with it personal finance education) will become statutory in 2011, strengthens the need for schools to raise the profile of learning about money. My Money Week 2010 can help to do this.

My Money Week has been shown to:

- give schools access to tried-and-trusted resources at key stages 1 and 2
- provide teachers with curriculum-relevant material to teach in class
- provide teachers with practical, easy-to-use resources that enable them to teach financial capability without time-consuming preparation and research
- provide practical activities that are fun, relevant and challenging
- bring money management to life
- increase learning in personal finance education, boost confidence and enable pupils to discover how important money will be in their future lives
- help embed personal finance education in schools
- raise the profile of financial capability for pupils, teachers and parents
- offer a truly cross-curricular whole-school experience, supported by finance professionals, print materials, a website and exciting videos.

More

There has never been a more pressing time to teach pupils how to handle money and to encourage good financial habits such as regular saving. Research¹ shows that today's pupils are faced with a bewildering array of money-related choices more than ever before; the average eight year old now owns a mobile phone in the UK, for example. Teaching financial responsibility is vital but it can also be fun, and we hope that this pack will inspire you to take a creative approach to personal finance education and help you to get your whole school engaged in My Money Week with success and enjoyment.

¹ **pfeg** research conducted online among 1,008 pupils aged 14–18 by EdComs, 6–18 January 2007

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Learning outcomes

Money is mentioned explicitly in the current National Curriculum frameworks for PSHE and citizenship, and the mathematics programmes of study for key stages 1 and 2. In the new primary curriculum (for implementation from 2011, subject to legislation) money features within both the Understanding physical health and wellbeing, and Understanding mathematics areas of learning. Many other opportunities to use money as a context for learning also exist. More information can be found at: <http://curriculum.qcda.gov.uk/index.aspx>.

Guidance produced by the then Department for Education and Employment (DfEE) in 2000 entitled "Financial Capability through Personal Finance Education at Key Stages 1 and 2", is very helpful in planning lessons and activities. The guidance sets what teaching financial capability includes at each key stage. The full document is available at: http://publications.teachernet.gov.uk/eOrderingDownload/Financial_capability-KS1&2.pdf.



The activities in this pack will help your pupils make simple financial decisions and consider how best to spend money.

Key Stage 1 guidance

The DfEE guidance suggests that Key Stage 1 pupils should learn about the following:

- Money and making real choices.
- Spending and saving money in the context of their own lives (including how to solve whole-number problems involving money).
- That money comes from different sources and can be used for different purposes.
- The importance of looking after money.
- That people will make different choices about spending money.
- Social and moral issues about the use of money in their everyday lives.

Key Stage 2 guidance

The DfEE guidance states that Key Stage 2 pupils should learn about the following:

- Making simple financial decisions and considering how to spend money (including pocket money and contributions to charity).
- That resources can be allocated in different ways (and that decisions on their allocation have individual, social and environmental consequences).
- How to look after money and realise that future wants and needs may be met through saving.
- That people have different financial circumstances, and standards of living vary across time and place.
- About the different values and attitudes that people have with regard to money.
- How to solve word problems involving money and simple percentages, and how to approximate and check their answers.

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My Money resources

Below are details of My Money resources relevant to Primary schools, many of which are referred to within this pack and can help you to deliver My Money Week activities. Other useful resources can be found in the Useful websites and resources section (page 26).

This pack (My Money Week 2010 Primary Activity Pack)

You will find activity ideas inside this My Money Week 2010 Primary Activity Pack, which are separated into the following useful categories:

- Assembly ideas
- Whole-school activities (including competitions and challenges)
- Ideas to get you started
- Lesson plans

All the activities are cross referenced with curriculum objectives.

Additionally, you will find references to useful websites and resources; success stories from My Money Week 2009; an extensive glossary; plus a poster, stickers and scenario cards.

My Money Online (www.mymoneyonline.org)

My Money Online (www.mymoneyonline.org) is referenced throughout this activity pack. It contains a variety of activities to help you teach pupils about money and personal finance, including the following:

- The Activity bank, which is full of adaptable lesson plans created by **pfeg** consultants.
- Inspiring success stories from My Money Week 2009.
- Other My Money print resources, which can be ordered or downloaded – all free of charge.
- An exciting new interactive online video about two primary-age pupils who need help with their money decisions.
- A brand new Pupil area, which has been developed with advice from the My Money Young Persons Advisory Group* (run by the NCB,) which contains:
 - interviews with the Young Advisory Group (available online from April 2010)
 - support and insights from UK vocalist Tinchy Stryder
 - questions and answers with our Young Advisory Group agony aunts: pupils can submit questions about money, saving and personal finance, and will have them answered by Money expert, Jasmine Birtles and our agony aunts (available online in June 2010 – restricted to this month only)
 - top ten tips from the Young Advisory Group about savings, budgeting, etc.
 - homemade videos from the Young Advisory Group, in which they discuss and illustrate some of their own experiences in coping with money issues (available online from June 2010)
 - online polls (available online now).

*The Pupil area has been developed with help and advice from the Young National Children's Bureau's Young Advisory Group, which consists of young people who guide and help members of the Young National Children's Bureau – of which any young person can become a member (see: www.youngncb.org.uk/home.aspx). The group focuses on PSHE, and its members are skilled in participation, presentation, discussion and debate.

We'd love to hear what you are doing in your school for My Money Week: other schools may wish to follow your lead! Your ideas and activities will also help to inspire the content for future My Money Week activity packs. Let us know at My Money Online: www.mymoneyonline.org/resources/tell-us/default.aspx.

My Money print resources for Primary schools

These free My Money print resources can be downloaded or ordered from My Money Online (www.mymoneyonline.org/resources/resources/default.aspx).

- **My Money Primary Toolkit:** This pack contains structured plans for personal finance education activities across the curriculum, from Foundation Stage to Year 6. There are also accompanying activity sheets.
- **My Money: Guide to the Child Trust Fund:** This resource pack for Key Stage 2 teachers contains a host of activities and lesson plans, plus a large classroom poster with accompanying teacher booklet, to help explain the Child Trust Fund to pupils in an easy-to-understand and fun way.
- **My Money Week 2009 Primary Toolkit:** This is 2009's equivalent of this My Money Week 2010 Primary Activity Pack. Some of the toolkit's success stories and activity guidance are referred to in this activity pack. The toolkit can be downloaded from My Money Online, but please note that the print version is no longer available to order.

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How to use this activity pack



You can choose which activity suggestions meet your subject and curriculum needs as well as your time and resource constraints.

We have intended for this activity pack to be as flexible as possible to suit your needs as a teacher. There are a number of suggestions for different types of school activity, e.g. assemblies, whole-school activities and classroom activities. You can choose which suggestions meet your subject and curriculum needs as well as your time and resource constraints.

Two lesson plans are included, but for the most part we think the resource is at its most flexible and useful when you compile your own lessons by taking a "pick 'n' mix" approach to the activity suggestions on offer.

Included in the pack are some supporting materials to help you teach personal financial education to your pupils; they are available in the back flap of this activity pack and can also be downloaded online: www.mymoneyonline.org/my-money-week/primary/default.aspx.

The following supporting materials are included:

- **Spend, Save or Give poster:** see page 11 for ideas on how to use this with your pupils.
- **Scenario cards:** see page 11 for ideas on how to use these with your pupils and other teachers.
- **Stickers:** see page 11 for ideas on how to use these with your pupils.
- **Activity sheets:** these relate to the lesson plans on page 20.
- **Assembly story – The Adventures of the Ten Pound Note:** see page 9 for an idea on how to use this in your school assembly.
- **Drama script – Clickety Click:** see page 13 for an idea on how to use this with your pupils.

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How does My Money Week cater for special educational needs?

My Money Week intends for all pupils, regardless of ability or background, to successfully participate in engaging, relevant activities that will boost their financial capability and understanding of the wider world of money. To achieve this, the learning materials in this pack and the accompanying online resources have been designed to be flexible, adaptable and contain a range of differentiated starting points for both Key Stage 1 and Key Stage 2 pupils.

Special educational needs: online success stories

Some of the success stories on My Money Online contain examples of how schools catered for special educational needs in last year's My Money Week: www.mymoneyonline.org/my-money-week/success-stories/default.aspx.

Below describes how last year, school staff from two special schools in Cambridgeshire carried out a number of imaginative and enjoyable activities for pupils of all ages, based on 2009's My Money Week Primary and Secondary Toolkits as well as their own ideas.

Pupils from Granta and Castle Special Schools in Cambridgeshire took part in a fun My Money Day at Castle School in June 2009.

Roughly 30 children of all ages participated in activities that were specially adapted from My Money and **pfeg** resources.

The day began with a session based around the My Money Week 2009 website activities. Pupils were shown pictures of the website and then read a specially adapted version of Ben Fogle's celebrity interview (simplified and using symbol software); this led to a discussion of some key questions, including: Do you do jobs to earn money? How much do you get paid to do jobs? What is a fair rate for a job around the house? What do you spend your money on? From this there was a further discussion about what it means to waste money, what counts as a "treat" and what counts as something you really need. The participants then drew pictures of what they most like to spend money on, and described how it made them feel when they bought that item or service.

In the second half of the session, the pupils were asked to consider whether the things that they had drawn were mostly "treats" (wants) or things that they had to have (needs). There was a consensus that children mostly spent their money on treats. The subject of adults' spending was then introduced, and groups of pupils were given specially produced "spending" cards showing – in words, pictures and symbols – the main areas of adult spending, e.g. housing, food, utilities and holidays. They were asked to sort these cards into piles of needs and wants. There was much lively debate during this session and most of the groups produced a "needs" pile, a "wants" pile and an "it depends" pile.

After the break, the pupils split into three ability groups and worked with teachers, teaching assistants and a **pfeg** consultant on a range of activities. The lowest-ability group – the "Piggy-Banks" – completed a numeracy activity first, using real coins to make purchases and check change at a Pocket-Money Shop. They then did a literacy activity based on "Jack's Gold" from the What Money Means primary materials. The teacher had made outsized postcards, sent from Jack (of Beanstalk fame), asking for advice on what he and his mother should do with their ill-gotten gains. After extensive discussion about keeping money safe, spending wisely, saving for a rainy day, etc., the group composed a response, which was then scribed by the teacher.

The middle-ability group – the "Savers" – completed a more advanced numeracy activity: they used menus from well-known high-street restaurant chains to plan a meal for four on a restricted budget. They then did a numeracy/art and design activity: they selected an item from a catalogue that they wished to save for and cut out the item; they then made a money box by decorating potato snack tubes and cutting a slot into the lid, and they put the cutting at the bottom of the box.

The pupils then had to create a savings chart to tick off the milestones to their savings total. Templates were provided, but the pupils had to devise a reasonable "scale" for their target.

The most able pupils – the 'Earners' – also completed a numeracy activity. They used catalogues to help them plan to furnish and equip a room within a budget. This session drew on the earlier learning about needs and wants, and extended it to encourage pupils to think about prioritisation. After that session, the group worked on the "Fly or Fall" activity from the My Money Week Secondary Toolkit, devising fly events (good financial events) and fall events (bad financial events) for a game board based on Snakes and Ladders.

Finally, the pupils and their teachers discussed the day's events. They all agreed that it had been a roaring success, and the teachers from both schools immediately started planning for next year's event and working out how it could be made bigger and better.

The My Money Online Activity bank also includes materials aimed at special needs groups; it can be accessed at: www.mymoneyonline.org/resources/activity-bank.aspx. All the materials are adaptable, but the following are particularly suitable for special needs groups:

- The college game
- Money snap and pairs
- The money collector game

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My Money Week and transition

My Money Week 2010 is an opportunity to help Year 6 pupils with their approaching transition to secondary school, as well as younger Key Stage 2 pupils who may know little about life beyond their familiar primary school environment. Personal finance is a useful vehicle for this, because many pupils will be taking on more responsibility for money as they enter Year 7, e.g. through handling bus fares or buying new school equipment.

You could also work with a local secondary school and arrange for a small group of Year 7/8/9 pupils to visit your own school to answer questions or talk about what they will need money for and what the pupils' priorities are at this age. Questions about personal spending, travel costs, part-time jobs and using banks can be included.

Transition case studies

You can find case studies that could be used for transition activities in a **pfeg** resource called What Money Means in Primary Schools. This can be downloaded or ordered from: www.pfeg.org/resources. Here is some information about the case studies:

Page of What Money Means in Primary Schools	Information about the case study
22	<p>An outline of a project in which a group of secondary school pupils wrote a play about money issues in a fictional family. They performed the play to Year 6 pupils at the school's feeder primaries, and followed this with drama workshops to address some of the financial issues that the play raised. A script for the play can be downloaded from the My Money Online Activity bank: www.mymoneyonline.org/resources/activity-bank.aspx (click Financial drama).</p>
60–63	<p>About Alysham High School and its ten feeder primaries working together to make games that helped Year 6 and Year 7 pupils to understand money matters. There was joint planning and a project coordinator was put in place; advice was also given by a local pfeg consultant. The games were used on taster days when primary pupils visited the secondary school and helped to improve financial capability for all those involved.</p>



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Assembly ideas for My Money Week

A great way to kick start My Money Week is to begin with a lively assembly centred on money and the part it plays in our lives. There is a range of ideas below to get pupils thinking about what money means to them and why it matters in all our lives. A good assembly will provide a useful platform for the various activities to come during the rest of the week.

Activity name	Description
Videos	Show a video from the My Money Online Pupils area (www.mymoneyonline.org/pupils). There are various videos here about different aspects of money, some of which are suitable for key stages 1 and 2. These videos have been filmed by members of the Young Advisory Group.
Scenario card dramas	Use the scenario cards with this pack to generate some role-play scenes that confident pupils can act out in front of the school. The drama can take place at the end of My Money Week, and pupils can also use the time on stage to talk about what they have learnt about money during the Week. Each participating actor can receive a reward sticker (stickers enclosed in the activity pack sleeve).
Interactive assemblies	Assemblies that start with videos or role-play dramas can be made interactive by asking the audience to respond in various ways to questions that arise: <ul style="list-style-type: none"> • Using a show of hands to see who thinks a certain answer is correct. • Voting to show who follows various viewpoints. • Using finger scoring to show how strongly pupils agree with a statement (one finger = don't agree; five fingers = agree; ten fingers = strongly agree). • Response calling: Pupils call out a missing word or name at the end of a statement. • Asking questions.
Assembly visitors	Invite a visitor such as a local business owner or bank manager to talk about what he or she does and how businesses such as shops make money and spend money. To make this more interesting, you can interview the visitor in a mock "talk show" set up, using prepared questions. Ask the visitor to bring in interesting objects connected with his/her line of work if possible. Schools can use the What Money Means programme to sign up for a volunteer who may be able to provide assistance (more details on page 26).
Discussing My Money Week	Talk about some of the exciting money-centred activities that will be going on in school over the week, such as the whole-school challenges, videos, competitions, fundraising, drama and games. Look through this pack for suggestions (including the section on Success stories on page 28) or visit the Success stories section of My Money Online: www.mymoneyonline.org/my-money-week/success-stories/default.aspx .
Music	Use music to kick off a presentation. For example: <ul style="list-style-type: none"> • Money Song by The Muppets: http://tinyurl.com/6ztbl8 • Fidelity Fiduciary Bank from Mary Poppins: http://tinyurl.com/b7gzvp • Rich Girl by Gwen Stefani: http://tinyurl.com/y9cj63k
Assembly story	For more traditional assemblies, a special My Money Week story – The Adventures of the Ten Pound Note – can be read aloud. It can be found inside the flap at the back of this activity pack, and is available on My Money Online: www.mymoneyonline.org/my-money-week/primary/default.aspx .
My Money Online polls	Set up your assembly with ballot papers on each seat for the pupils to fill out "yes" or "no" answers to the questions laid out in our regular My Money polls. The My Money polls can be found on both the teacher-facing and pupil-facing sections of My Money Online: <ul style="list-style-type: none"> • For teachers: www.mymoneyonline.org/my-money-week/primary/poll/default.aspx • For pupils: www.mymoneyonline.org/pupils/primary/poll/default.aspx They feature questions for pupils such as, "Would you borrow money for sweets?"; "Do you save pocket money?"; "Do you find it hard to save money?"). Place boxes at the entrance and exit to the assembly hall and collect the ballot papers at the end of your assembly. When you've counted up the votes, submit them to the My Money Week ballot to see how your pupils' votes affect the overall result.

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Whole-school activity ideas for My Money Week

Personal finance education is often delivered most effectively when a cross-curricular approach is used. A good way to do this is to plan some whole-school activities, through off timetable days for example. These also promote a sense of purpose and collaboration and help schools to follow a theme for the week. The following ideas are based on good practice from last year's first national My Money Week. All are suitable for key stages 1 and 2.

Activity name	Description
Competition 1 – £50	Hold a competition to discover the most resourceful idea for using £50 for the school's benefit, e.g. introducing some new playground activities. Create a shortlist of the best ideas from pupils (perhaps one pupil per class) and hold a school vote or ask staff (or perhaps an employee from a local bank) to choose a winner. The winning idea can then be put into practice.
Competition 2 – saving school money	Find suggestions for saving the school money. This will give pupils a good chance to find out what schools spend money on and help them with the concept of budgeting. The best idea can be put into action and a running total of money saved displayed somewhere for all to see. After it reaches a set amount, this could then be spent on something to benefit pupils or perhaps donated to a local charity.
Bring and buy	Younger pupils can help to organise a bring-and-buy sale in school. Alternatively they can hold a bake sale, for which everyone makes biscuits or other items to sell to parents, in order to raise money for charity or make money for the school (perhaps as part of a pre-existing events day in school, like a sports day or a fete). Older pupils can learn about the cost of ingredients, electricity, etc., then work out a price and calculate profits.
Spend, Save or Give poster	The My Money Week poster can be used as a starting point for whole-school activities, with classes exploring the three ideas of "spend; save; give" through activities that help pupils to understand the effects and consequences of each. For example, pupils can write stories about doing each one, make pictures or displays to show what each one can achieve, or do some mathematics to work out how much money could be spent, saved or given by everyone in school over periods of time, showing this graphically.
My Money Week themes	<p>Schools can provide a focus for My Money Week by choosing a theme. Suggestions include: Fair trade, Sport, Olympics, World Cup, My community, Save the planet, Cash clever, Give and take, Spend or save. The Activity bank on My Money Online may provide you with inspiration for some of these themes (www.mymoneyonline.org/resources/activity-bank.aspx).</p> <p>Where possible, plan activities that include as many of the following factors as possible:</p> <ul style="list-style-type: none"> • Work across several different curriculum areas • Creative, fun and innovative activities • Collaborative activities, involving teamwork and problem solving • Outside agencies, like using a volunteer through the What Money Means project (more details on page 26) • Opportunities for talk, drama, questions, discussion • Chances to handle real money, e.g. by running stalls • Involvement of pupils in decision making • Long-term goals, so that pupils can appreciate how savings can accumulate and allow spending on larger things

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Ideas to get you started: activities to introduce personal finance education to pupils

In this section you'll find lots of ideas for introducing personal finance education to pupils and getting them involved in My Money Week 2010. Some of these are based on imaginative and exciting activities developed by schools and consultants during My Money Week 2009. Visit My Money Online to read about other ideas carried out by primary schools: www.mymoneyonline.org/my-money-week/success-stories/default.aspx.

Scenario cards, posters and stickers

These activities make use of the contents found in the back flap of this activity pack.

Scenario cards

Key Stage	Curriculum subjects
1 & 2	PSHE
	English

There are lots of ways to use scenario cards; the ones provided in this pack outline various everyday financial dilemmas to which pupils will be able to relate. These can be used to stimulate classroom discussion, encourage thinking, prompt ideas and challenge assumptions. The rationale is to get pupils thinking about the different choices that money presents and what they might do themselves if they find themselves in a similar situation in the future. The cards can also be used with school staff as a way of introducing financial capability and My Money Week to them. Here are some ways you can use these cards in the classroom:

- As excellent starting points for discussion – whether in pairs, small groups or as a whole class.
- For drama activities, including role plays based on the situations described in the cards: pupils can be paired or placed in small groups and given roles, then asked to act out the scenarios; later they can perform these scenarios to the class. This will prompt more talk, questions and ideas and can lead to pupils writing their own dialogue and simple play scripts.
- To stimulate ideas for stories, poetry and art.
- To get pupils voting for a particular standpoint and verbally justifying their decision. This can generate data which can be graphed and used in displays.

You can do many different activities with other types of scenario cards. E.g. you can use statements to get pupils up on their feet to show whether they agree or disagree; you can also use them to make decision grids or discuss risks.

The online Activity bank contains different types of cards, with suggestions of how to use them in class:
www.mymoneyonline.org/resources/activity-bank.aspx.

Spend, Save or Give poster

Key Stage	Curriculum subjects
1 & 2	PSHE
	citizenship
	mathematics
	English

The poster supplied with this activity pack is called Spend, Save or Give. It outlines some possible benefits of spending, saving and giving money. This can be used as a starting point for general discussion with a class about money or it can be expanded into activities, for example:

- **Spending:** Ask the pupils to suggest different kinds of things that their own money can be spent on; ask them to write down some of the advantages and disadvantages of spending, then discuss them.
- **Saving:** Ask pupils about the different ways that money can be saved (e.g. money box, bank account, savings account, school bank) and list these on the whiteboard. Then talk about the benefits and possible drawbacks of each, introducing the idea of interest payments. Get pupils to vote for their preferred savings approach.
- **Giving:** Brainstorm ways that you can give money away. Ask pupils why people give money to others. How does it affect the giver and the receiver? Ask pupils to draw an illustration showing how money given away can benefit others. For example, charities help those in need, provide opportunities and support communities.

Reward stickers

Gold, silver and bronze My Money reward stickers have been included in the activity pack for you to use flexibly and to encourage good work across the week. These can be given out for good attitude, oral work such as asking good questions, drama, practical tasks and effective group cooperation as well as for high-quality written work.

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Ideas to get you started: activities to introduce personal finance education to pupils – cont.

Brainstorming

This section contains suggestions for relevant brainstorming activities, which will get pupils thinking about their own financial situation and their financial plans for the future. These activities can stimulate class discussion and lead on to other activities in this pack.

Needs and wants

Key Stage	Curriculum subjects
1 & 2	PSHE English

Start by thinking about needs and wants. Get pupils to think about all the things that they need to live. Then write down things that are not essential but are desirable: wants. Talk about the role that money plays in providing both needs and wants. How can our money help other people, especially those who can't afford to meet their own needs?

Following on from this, pupils working in groups can put given needs in perceived order of importance, and then justify their choices. They can discuss why we spend much more money on some needs than others.

You can download a lesson plan and supporting materials for this activity from the My Money Activity bank: www.mymoneyonline.org/resources/activity-bank.aspx. The lesson plan is called Needs and wants.

When I'm 18

Key Stage	Curriculum subjects
1 & 2	PSHE art and design (Key Stage 1)

Ask pupils to picture themselves as young adults at 18 years old. What will they look like? What will they be doing? Where will they be? Turn the focus to money by asking pupils to write short lists, e.g. a) What I will need money for at 18; b) Where I will get money at 18; c) What else I will do with my money at 18. Key Stage 1 pupils can draw a picture of a house and all its rooms, and think about what costs money in each room, e.g. furniture, electricity, heating.

Ask the experts: My Money agony aunts and uncles

Key Stage	Curriculum subjects
1 & 2	PSHE

Do your pupils have lots of money-related questions? Help is at hand from money expert Jasmine Birtles and the My Money team of Young Advisors. Throughout June 2010, they will be online and on hand to answer pupils' questions, concerns and queries on My Money Online: www.mymoneyonline.org. (This is in the Pupil section of the site.)

Ask your pupils to think about what questions they would like to ask the My Money agony aunts and uncles. Here are some ideas:

- My Gran gave me £20 for my birthday. How do I look after it safely?
- I get £5 pocket money every two weeks but it's always gone in a couple of days. How can I stop that happening?
- I really want a pet rabbit. My mum said she'll only get me one if I understand how much it will cost to look after it. I'll also need to feed it and clean it out. How do I find out what it will cost?

Ask them to discuss in small groups the questions they would most like to be answered by an expert. Then ask a member of each group to write their top question on the board. Once each group has written their top question, tell the class that you will submit them to the agony aunts and uncles online, or alternatively, you can ask each group to use the school computers to submit their questions by themselves – using one of their email addresses as the "reply to" address for each group.

The agony aunts and uncles will confirm to the pupils (or to you, depending on who submitted the email) that they have received the question; they will endeavour to answer within a week. All questions will be answered, and many answers will also appear on My Money Online for other pupils to see.

Role play and drama

The activities below contain suggestions for incorporating drama and English into personal finance education lessons.

Perform a play

Key Stage	Curriculum subjects
1 & 2	PSHE English (drama)

A special drama play – Clickety Click – can be found inside the flap at the back of this activity book as well as on My Money Online: www.mymoneyonline.org/my-money-week/primary/default.aspx. This drama can be performed by Key Stage 2 pupils for Key Stage 1/Key Stage 2 pupils, and possibly for parents too.

The drama explores themes relevant for this age group: spending, pocket money, chores/earning, saving, brands and sacrifice for the future. It helps to get pupils thinking and talking about money and the different ways that people handle or mishandle it. The play is gently humorous and doesn't require a set, costumes or special props.

Alternatively, primary schools can work with pupils at a local secondary school, who might like to perform the play or another drama with a financial theme for a feeder primary or primaries. This has been done successfully before: see the section My Money Week and transition on page 8.

Mime and role play

Key Stage	Curriculum subjects
1	PSHE English (drama)

Suggestions:

- Pupils can mime various incidents that involve money and the other pupils have to describe what they saw. E.g. someone drops a wallet and another person comes along, picks it up and puts it in his/her pocket.
- Ask pupils to work in twos or threes and to make up small plays in which one character really wants to buy something and the other character has a good reason why he/she can't. The plays could be based on a family situation, or alternatively, give pupils the following scenarios:
 - The three bears are on holiday. Baby Bear wants to go to a theme park but Mummy Bear and Daddy Bear are looking forward to a relaxing day at the seaside.
 - Little Red Riding Hood wants a bicycle so that she can cycle to Grandma's house, but Mum says that she can't afford it.
- Set up a shoe shop role-play area for pupils to be customers and shopkeepers. Ask pupils to act out the kind of thinking a customer might have. E.g. "Why do I need these shoes?"; "How much money have I got and what can I afford?"; "Do these shoes fit me?"; "Do I like the colour?"; "Are they worth the price?"
- Devise a role play in which one pupil plays a charity worker trying to persuade the other pupil to donate money to their charity. The pupils should discuss what good causes the money might go towards and why (or why not) they are able to give money to the good cause.

My Money Week Primary Activity Pack

Ideas to get you started: activities to introduce personal finance education to pupils – cont.

Story time

Video story (Spend or Save?)

Key Stage	Curriculum subjects
2	PSHE various

Using a projector and whiteboard, watch the special video story –Spend or Save? – which has been made to accompany this pack. It tells the tale of two pupils who have money dilemmas and includes an exciting interactive feature whereby pupils can choose which decision the characters in the story make at the end of each "episode". There is a full lesson plan later on in the pack, with numerous suggestions for making the most of this engaging resource.

Key Stage 1 books

Key Stage	Curriculum subjects
1	English PSHE

Some children's books provide informative and interesting stories around the topic of money. You can read them aloud to your class or ask them to take it in turns to read.

Dogger by Shirley Hughes

This story helps pupils to think about the part that money can play in our lives and how sharing and giving money can help others. In the story, a boy loses his toy and has to buy it back from a stall with the help of his sister. There is a specific lesson plan that supports this story in the My Money Primary Toolkit (see page 28 of the Foundation/Key Stage 1 toolkit). To download or order the My Money Primary Toolkit, visit My Money Online's resources page: www.mymoneyonline.org/resources/resources/default.aspx.

The Great Pet Sale by Mick Inkpen

This story centres on a pet shop, in which "everything must go". "Everything" refers to an incredible assortment of animals – from tiny terrapins (costing two pence each) to a huge dragon (costing 25 pence). There's also a one-whiskered rat (one penny), who is determined to be bought. The book is also a counting book, with many lift-the-flap surprises.

A Chair for my Mother by Vera Williams

This is the story of a young girl who, along with her mother, saves coins in a jar. They want to buy a big, new comfortable chair for their apartment after losing all their furniture in a fire.

Other Key Stage 1 books

- Wait and See by Tony Bradman and Eileen Browne
- A Bargain for Frances by Russell Hoban
- Paddy's Pay Day by Alexandra Day
- My First Job by Julia Allen
- Something Special for Me by Vera Williams
- The Gold Coin by Alma F Ada
- The Purse by Kathy Caple
- Tight Times by Barbara Shook Hazen
- Tom and Annie go Shopping by Barry Smith
- Working Cotton by Sherley Anne Wilson
- The Berenstain Bears and Mama's New Job by Jan and Stan Berenstain
- The Berenstain Bears get the Gimmes by Jan and Stan Berenstain
- The Berenstain Bears' Trouble with Money by Jan and Stan Berenstain



The promotion of financial capability is fundamental to achieving economic wellbeing.

Key Stage 2 books

Key Stage	Curriculum subjects
2	English PSHE

Millions by Frank Boyce

This is about a young boy called Damian who finds a bag filled with money. England is about to join the euro, and so Damian must spend the money as quickly as possible, before it becomes worthless.

Master Money the Millionaire by Allan Ahlberg

Based on the classic Happy Families card game, this entertaining series features Master Money, who is a very rich little boy. When he's only four years old, he finds buried treasure in his garden. When he's five, he finds buried treasure in the sandpit at school. At age six, he finds buried treasure on the beach. But then Mister Creep the Crook finds him...

The Bed and Breakfast Star by Jacqueline Wilson

This book tells the story of a little girl called Elsa, who copes with her none-too-glamorous life by telling lots of jokes and fantasising about being a comedian. Elsa's family then find themselves homeless and have to move into a bed and breakfast. But Ella gets her chance to shine when disaster strikes at the hotel...

Other Key Stage 2 books

- Treehorn's Treasure by Florence Parry Heide
- Willie the Squowse by Ted Allen
- How to Eat Fried Worms by Thomas Rockwell
- The Granny Project by Anne Fine
- The Gift by Aliana Brodmann
- Chicken Sunday by Patricia Polacco
- All the Money in the World by Bill Brittain
- Jefferson by Mary Francis Shura
- Project Wheels by Jacqueline Turner Banks
- How to get Fabulously Rich by Thomas Rockwell

Games, quizzes and competitions

Games, quizzes and competitions are a great way to get pupils interested and involved in personal finance education. Below are some suggestions, including some board games, which can be found on the **pfig** website: www.pfeg.org/resources.

Classroom competitions

Key Stage	Curriculum subjects
1 & 2	various

Competitions are an effective way to motivate pupils. You'll find some ideas for competitions centred on money in the Whole-school activities section. You can adapt these ideas to work with a single class or devise your own ideas, e.g. competitions on money-saving tips, creating posters that help each other to learn about finance, or designing a new bank note. Alternatively, pupils can come up with slogans to answer the question "why save?" or write a story about "The Day I found Five Pounds".

My Money Week Primary Activity Pack

Ideas to get you started: activities to introduce personal finance education to pupils – cont.

Board games

There are various commercial board games and card games based on the theme of money. The best of these can be located via the Teaching resources page at: www.pfeg.org/resources – look for resources with the game symbol (a grid of small squares). All of these have been awarded the **pfeg** Quality Mark (see page 26 for more information on the Quality Mark).

Below are some of the board games that are suitable for key stages 1 and 2; to find out how they can be ordered: www.pfeg.org/resources and search.

Mega Money

Key Stage	Curriculum subjects
2	English ICT mathematics PSHE

Mega Money provides opportunities to develop pupils' confidence and knowledge of coins through whole-class activities and group work. The booklet sets out a range of ideas for numeracy-based activities for both Key Stage 1 and Key Stage 2 using the large-scale replicas of all denominations of British coinage.

Also included in the pack is a set of copiable large-scale coins, which enables teachers to make more sets for classes. These large coins are also suitable for use with pupils with special educational needs.

Making Sense of Money (key stages 1 and 2)

Key Stage	Curriculum subjects
1 & 2	citizenship English mathematics PSHE

This free booklet provides a range of colourful games for children, from which they will improve their skills in coin recognition, adding up money, exchanging coins for goods and budgeting, keeping money safe and choosing how to spend money.

Money snakes and ladders – make your own

Key Stage	Curriculum subjects
1 & 2	art and design design and technology PSHE mathematics

Ask pupils to make and play this simple board game, taking on each other, different age groups, teachers, governors and parents too perhaps.

Pupils can either make their own very simple snakes and ladders board on large-squared paper or they can download one from a website and adapt it so that it's all about simple finance. Boards to download and print (or for pupils to copy if making their own) can easily be found online using a search engine.

A good size for a small homemade board is 6x6 squares with four snakes and four ladders. To make the board into a money-based game, text needs to be added to each snake square and each ladder square. For this reason, the board should be made with large squares. Pupils could alternatively type the text and print it out in a small size, so that it can be cut out and added to the board.

Here are some suggestions for "snakes" text:

- You spent all your money on sickly sweets.
- You forgot to save money towards buying presents.
- You owe your friend £2 and can't pay it back.
- You can't afford to go to the cinema because you lost your money.
- You are broke because you can't be bothered to earn anything.

Ideas for "ladders" text:

- You save £30 from your pocket money.
- You are given a £10 note for your birthday.
- Your savings account earns interest.

- You find a bargain in the sales.
- You earn £4 by doing jobs in the house and garden.

Pupils can add colour to the boards if there is time.

Once the boards have been made, the game can be played (you will also need to make or find playing pieces and a dice). The winner is the first to reach the end, or who is furthest along the board when the lesson ends. You can talk to pupils about some of the money themes mentioned while they are playing: saving, interest, earning, owing money, keeping it safe and spending wisely.

My Money quiz

Key Stage	Curriculum subjects
1 & 2	PSHE English

You can provide questions at the right level for your class. Online material can help with inspiration for questions, and you may wish to look at the following websites in particular:

- www.britishcouncil.org/kids-games-quiz-money.htm
- <http://news.bbc.co.uk/cbbcnews/hi/quiz/default.stm> (then go to the quiz archive at the bottom of the page and click on "Savvy with your money" in the drop-down box)
- www.quidzin.org.uk/kidz-zone/money-quiz

The glossary in this activity pack may also be useful for inspiration for questions, and there are some good examples of quiz questions that you can download from the online Activity bank: www.mymoneyonline.org/resources/activity-bank.aspx.

Here are some suggestions for organising a quiz:

- Multiple-choice questions are always popular.
- Quizzes that provide opportunities for pupils to confer are also popular.
- Include visual questions based on images, e.g. coin recognition.
- Base your quiz on a TV game-show format, such as Who Wants to be a Millionaire?, to add an element of fun.
- Use the My Money reward stickers (included in the activity pack) for good answers or for the winners.

Penny trail

Key Stage	Curriculum subjects
1	PSHE mathematics

Pupils will enjoy bringing copper coins to school and laying them out around the edge of the hall floor (or a less busy place) to make a penny trail.

Ask the pupils to draw a chalk line for the coins to follow and to set a target for the pennies to reach by the end of the week. A simple letter to parents can ask for pupils to bring just a few pence and state that the money is to help pupils with personal finance education and will go towards buying something for the school or will be returned. Once the money is collected, various activities can follow:

- The coins can be counted.
- The amount of money can be estimated and added up by older pupils.
- Pupils can see how the coins can be exchanged for higher-value coins and for notes.
- Pupils can decide what the money can be spent on: a simple teacher-made catalogue of ideas can be presented, with prices included so that pupils can discuss what can be afforded and what is good value.
- The My Money stickers enclosed with the pack can be used to reward good follow-up work with this activity.

My Money Week Primary Activity Pack

Ideas to get you started: activities to introduce personal finance education to pupils – cont.

Fitting it into existing activities

Personal finance education is very flexible and can be fitted into your school's existing plans and activities; below are a couple of examples of how this could work.

School holidays

Key Stage	Curriculum subjects
2	PSHE mathematics

The school holidays provide a good focus for work on money at Key Stage 2: pupils can find out the cost of holidays and about foreign currencies and exchange rates. This can be linked with work on saving (see Lesson 2) and the video stories (Lesson 1).

This project can be combined with other subjects that may be doing projects about other countries.

Other lesson plans and supporting materials relating to school holidays can be downloaded from the My Money Activity bank: www.mymoneyonline.org/resources/activity-bank.aspx.

Food

Key Stage	Curriculum subjects
2	PSHE mathematics design and technology

Food is another potential theme for exploring money; here are some ideas:

- Pupils can cost different menus and compare prices, as well as find out how much people around the world spend on eating.
- Investigating fair trade can help pupils explore how their own decisions about money affect other people around the world. Check out the educational resources available from sites like the Fairtrade Foundation (www.fairtrade.org.uk/schools) and Oxfam's Cool Planet (www.oxfam.org.uk/coolplanet/kidsweb) and, find out what's involved in producing fair trade products. You might also want to register as a Fairtrade school with the Fairtrade Foundation (www.fairtrade.org.uk/schools). Play the banana split game at Key Stage 2 – available free from CAFOD (www.cafod.org.uk). You can even get cooking with delicious recipes that use fair trade products. Try banana or chocolate cake, or a healthy fruit salad for younger chefs.
- There are ideas for activities based on food in the My Money Primary Toolkits for Foundation Stage and key stages 1 and 2, which are free and can be obtained from My Money Online: www.mymoneyonline.org/resources/resources/default.aspx.

The My Money Activity bank contains a lesson plan on food called Your money, you choose; it can be found at: www.mymoneyonline.org/resources/activity-bank.aspx.

These ideas can be combined with other subjects that may be doing projects on healthy eating and the healthy food plate.



Financial decisions made early in life can have significant consequences for future economic wellbeing.

Combining it with looking after your school

Through the following activities, pupils can learn about personal finance while understanding the importance of looking after their school.

Job day

Key Stage	Curriculum subjects
1 & 2	mathematics PSHE English

Pupils can "earn" Monopoly-type money by carrying out jobs around the school.

Ask pupils to come up with a list of jobs to be carried out around the school, and discuss/negotiate what each job is worth relative to another. E.g. if tidying up the art area is worth 10p, is it worth more or less to clean the whiteboard? Is picking up litter worth more than photocopying? This will help pupils to understand how wages and salaries work in the real world. The jobs can then be put onto job sheets that outline their task and what they will earn, and handed out randomly.

Once a job is completed (to satisfactory quality), the job sheet can be exchanged for Monopoly money.

The activity can be extended in several ways:

- A temporary class or school shop can be set up, where pupils can spend their earnings.
- Likewise, a simple bank can be set up for pupils to pay in their money.
- For older pupils, deductions can be made e.g. income tax paid or National Insurance contributions.
- Pupils can carry out calculations to work out how much they would earn over a week, month or year.
- You can follow up the activity with class discussions about whether it's fair that some people earn more than others and about whether people should save or spend their wages.

The cost of school

Key Stage	Curriculum subjects
1 & 2	mathematics

Key Stage 1 pupils can make a display of all the things that the school has to spend money on. Key Stage 2 pupils can list as many as they can think of, then find out the costs they have overlooked. Involving someone like the school secretary or the bursar would be a great idea to help pupils with this activity.

Charts can be plotted to show the relative spending on each type of outgoing such as stationery, books, wages, heating and water.

Online interactive activities

Key Stage	Curriculum subjects
1 & 2	PSHE mathematics ICT

There are an increasing number of online activities dealing with personal finance education, which can be used with the whole class using an interactive whiteboard. Here are some good examples:

- Counting on Money (Key Stage 1) and The Cost of Money for Key Stage 2, both produced by Nationwide. www.nationwideeducation.co.uk. (Click "Pupils/Students.")
- Dream Playgrounds (Key Stage 2) from RBS. Pupils design and cost their own playground. <http://dreamplaygrounds.rbs.co.uk>
- Pounds & Pence (Key Stage 2) from the Bank of England, which includes videos in which young presenters talk about money, its uses and why we trust its values. They also explain prices and information on why prices change. www.bankofengland.co.uk/education/poundsandpence

All of these resources are free and have been awarded the **pfeg** Quality Mark; you can find other interactive resources on the **pfeg** site (www.pfeg.org/resources) using the search facility.

My Money Week Primary Activity Pack

Lesson plans

Lesson 1

Video story: Spend or Save? (Key Stage 2)

www.mymoneyonline.org/my-money-week/primary/video.aspx

This lesson is based around the exciting interactive video story – Spend or Save? – which has been created for My Money Week 2010.



The story is about two ten-year-old pupils, Ben and Lily, who find themselves having to make all sorts of money decisions in the run up to their approaching holidays. The online video is interactive: it is broken up into branching scenes which end with decision points where pupils decide what each character should do (in a similar way to Choose Your Own Adventure). The consequences of different financial choices can then be explored.

You will need to be able to show the video to the whole class with a projector and whiteboard for this lesson. The lesson plan is based around a whole-class discussion of the issues presented in the video, followed by a series of flexible options to extend learning. It is strongly recommended that you watch the video right through before using it in class – this will take about 20 minutes.

Learning objectives

- To understand how decisions about your own money have consequences that affect us and others.
- To increase awareness of the relative benefits of saving and spending in everyday situations.
- To think about a long-term view of handling money.

Curriculum focus

PSHE:

- KS1: 1a, 1b, 1e; 2a, 2b, 2c, 2i
- KS2: 1a 1b, 1c, 1f, 2a, 2e

English:

- KS1: En1 3; En3 1
- KS2: En1 3; En3 1

Vocabulary

Spend, save, earn, donate, interest, income, outgoings, account, value, charity, decision, budget, borrow, loan, owe, debt

Introduction – whole class (5 minutes)

Ask these questions to the class before proceeding with the video:

- How can you get money? What ways are there?
- Hands up who earns money? What ways do you earn it?
- What kind of things do you need money for on holiday?

Main activities – group/independent (20–30 minutes)

- 1 Watch the first part of the online primary video story Spend or Save? at: www.mymoneyonline.org/my-money-week/primary/video.aspx using an interactive whiteboard. The video pauses automatically at the first decision point. Discuss the situation as a class, then find out who votes for choice 1 ("Pocket money") and ask a few pupils to say why. Find out who votes for choice 2 ("Chores"). Again ask two or three individuals to justify their choice. Has anyone changed their mind listening to the discussion? Why?
- 2 Select the on-screen option chosen by the majority, then watch the next episode of the story.
- 3 At this point, or at any point after which an episode has been watched (but before the final episode; there are four episodes in total), give pupils Lesson 1 activity sheet 1 to complete. They can complete this individually or in pairs/small groups.
- 4 Instigate a class discussion, asking pupils what they think will happen next; why? What would they do in this situation?

- 5** Continue watching the story, selecting the on-screen option chosen by the majority at each stage. Stop after each episode to ask pupils questions or divide them into pairs/groups to discuss what the character in the video should do next.

More activity suggestions

- Ask pupils to individually write down which option they would have picked at the end of each episode. It would be beneficial if pupils are able to watch the episodes again on individual computers.
- Ask pupils to individually write down advice for one of the characters. Ask them to write down three things they would say to him/her.
- Drama: Turn the situation into a role play for small groups and see what happens.

Extension activities

The focus here is on the theme of saving. The copiable Lesson 1 activity sheet 2, included with this pack, can be used for many of these activities.

Watch part 1 of the video, then choose the first option ("Pocket money"). Watch this video and then choose the first option again ("Savings") and watch this episode. Stop at the decision point. Here are some suggestions for what to do from this point onwards:

- Discuss Ben's decision here and the possible advantages and disadvantages of each option (sponsoring Lily or not sponsoring Lily); then talk about saving in general, posing the question, "Why save?".
- What are the benefits and drawbacks of savings? Ask pupils to make lists of each, working in small groups.
- Discussions about saving leads to the idea of earning interest, which can be explained. Set pupils a simple task of working out how savings of £50 can increase over a number of years with an interest rate of 10%, then set a further task of calculating savings over five years with a more realistic rate of 5% or 2%.

You may also wish to discuss how interest is treated in Islamic finance. More information can be found on the following website: www.islamic-banking.com/prohibition_of_interest.aspx.

- With the class, work out Ben's savings over time at £5 a month. Plot a graph showing how much he would save over one year, two years, etc. Year 5 and 6 pupils can add 5% interest and calculate his savings.
- Make lists: a) Saving is good because... b) Spending is good because...

- With the class, make a list of places to put savings, with the benefits and drawbacks of each (e.g. bank, money box, school bank, under mattress).
- Ask pupils to list some things they'll need to save up for when they're older (phone? car? house? holidays?).
- Use Lesson 1 activity sheet 2 to help pupils write down their views regarding some of these personal finance issues and to compare their own experiences of money with Ben's and Lily's.
- Pupils can take part in role-play scenarios that follow the story. For example, in pairs, one pupil can be Ben and the other can be Ben's mum. They can act out the characters' argument about whether Ben should save or not.

Plenary (10 minutes)

- What did pupils learn from the story?
- Ask pupils to think about and discuss whether there have been times when they've regretted any of their money decisions.
- Ask pupils what it means to take a long-term view of money. Looking ahead to their future, how will saving regularly benefit them?

Alternative ways to use the video story

The video stories are designed to be used creatively and flexibly. The approach suggested above is to stop the video and discuss it at each decision point, but an alternative is to show the video in sections right through My Money Week and build activities around the story in between. Pupils can also use a digital camera to film their own alternative endings or new video stories.

One option is to watch the video right through, then carry out follow-up work at the end.



The online video is broken up into branching scenes which end with decision points where pupils decide what each character should do.

My Money Week Primary Activity Pack

Lesson plans – cont.

Lesson 2

The My Moneyfesto challenge (key stages 1 and 2)

This lesson plan is based on the My Money Week central challenge – the My Moneyfesto, which involves encouraging pupils to think of ways they could save money – individually, in their family/at home, and at school – and then pledging to do them as a class. (Please note that these pledges are about pupils spending less money through a number of different ways, rather than asking the pupils to pledge to save actual money.) The aim is for pupils to understand ways that money can be saved by reducing spending, for example, through turning lights off and using less paper.



A pledge is an oath, or a promise: when someone makes a pledge, they make a promise that they will do something.

The pledges can be typed into our online "My Moneyfesto" template, submitted to My Money Online (<http://www.mymoneyonline.org/my-money-week/moneyfesto/default.aspx>) and printed out for your classroom. You will be able to see all others schools' My Moneyfestos online, as well as a fun "Total-ometer", which will increase weekly to show how much money pupils in schools across the country are pledging to save.

Before running this lesson, you may wish to send a letter home to parents/carers to make them aware of the My Moneyfesto scheme (especially as the family/home pledges may benefit from their assistance in identifying ways to reduce costs around the home).

Learning objectives

- To understand what saving and cutting costs mean and the different ways to do both.
- To understand the notion of interest and how compound interest enables savings to grow (Key Stage 2).
- To become aware of the benefits of saving money by cutting costs, especially in the long term.

Curriculum focus

Mathematics, PSHE, Citizenship

Vocabulary

Spend, save, earn, interest, income, compound interest, account, interest rate, budget, needs and wants, electricity, fuel, bills

Introduction – whole class KS1 and KS2 (20 minutes)

- Help Key Stage 1 pupils understand the idea that savings add up by giving them plastic money which they can "save" in simple money boxes made from cardboard boxes. Talk about how people can also put money in banks.
- Talk about the other concept of saving that people use: that of spending less. Pupils should understand the difference between this and saving money by putting it aside for the future into a money box or bank account.
- Introduce the My Money Week challenge and show pupils the My Moneyfesto page online if possible: <http://www.mymoneyonline.org/my-money-week/moneyfesto/default.aspx>. Explain that the challenge is about saving money in different ways. The aim is for their class/school to make pledges to save money every week – as other schools will be doing throughout the country. They will see how the savings by all schools grow each week by looking at the Total-ometer on the page.
- Ensure pupils understand what a pledge is.

Main activities – group/independent KS1 (35 minutes)

- Do some simple adding activities around saving, e.g. if you save a penny a day how much will you have after three days? If you save 10p a day, how much will you have after a week? Older pupils can work out £1 a month over a year.
- Talk about how parents and carers often look after our money and put it in a bank for us. Introduce the idea of savings accounts and talk about what we can spend money on when we've saved a lot. What will we need money for when we are older?
- Talk about how parents and carers spend money all the time on food, electricity and heating bills, and on buying petrol or other fuel for cars. Explain that everything that is electric costs money, like lights and TVs, and that using them less or switching them off saves money. Ask pupils to either draw as many electrical appliances and gadgets as they can, or to make a collage of them using photos from catalogues, magazines or brochures. These can be stuck onto a poster and a label added, such as "Switch it off" or "Use it less".



The My Moneyfesto pledges will help pupils to understand ways that money can be saved by reducing spending, for example, through turning lights off and using less paper.

Main activities – group/independent KS1 and KS2 (15 minutes)

The My Moneyfesto challenge

(Key Stage 1 teachers should continue here from the previous section; Key Stage 2 teachers can begin their main activities from this section onwards.)

The aim here is enable pupils to understand ways that money can be saved by reducing spending and cutting bills.

- 1 Familiarise yourself with the My Moneyfesto page on My Money Online: <http://www.mymoneyonline.org/my-money-week/moneyfesto/default.aspx>.
- 2 Pupils can complete Lesson 2 activity sheet 1 at this stage.
- 3 Write the three pledge categories from the My Moneyfesto web page on the board:
 - Individual,
 - Home/family
 - School
- 4 Ask pupils in pairs or small groups to brainstorm ideas for things that they could do to save money in each category. Ideas might include: spending less of their pocket money; playing computer games for less time each day to save electricity; walking/cycling to school instead of using the car; and not wasting food.
- 5 Share ideas with the class and ask pupils to choose a pledge for each category and discuss why they made their choices. Talk about which ideas are also good for the environment.
- 6 As a class, decide on some of the best money-saving ideas for each pledge category. Calculate the total amount that could be saved by the class over the course of a week (the table on page 24 may help with this), and enter the results into the My Moneyfesto template (<http://www.mymoneyonline.org/my-money-week/moneyfesto/default.aspx>)
 - which can also be printed out to stick on the classroom wall.
 - You can have up to five pledges per category (15 in total).
- 7 Pupils should then aim to keep to these pledges, and can see the increasing amount of savings on the Total-ometer each week (the Total-ometer calculates all schools' pledges, and increases every week to show how much is being saved weekly across the country).

My Money Week Primary Activity Pack

Lesson plans – cont.

Lesson 2 cont.

Money-saving tip	Money saved yearly	Money saved weekly	Extra information	Source of tip
Turn down the thermostat by 1°C.	1% of the fuel bill – £50 to £125 per average home (more for a school).	Between approximately £1 and £2.50 per average home (more for a school).	This will also save between about 1 and 2.5 tonnes of CO ₂ a year per average home. Schools can check their heating bills to see how much they would save per year – approximately 10% of the cost.	Ecochanges (www.ecochanges.co.uk)
Have showers, not baths, and avoid lingering under the shower – aim for five minutes.	£40 per average home.	About 70p.	This will also save about 350kg of CO ₂ a year per average home. A five-minute shower can use about a third of the water of an ordinary bath.	Ecochanges (www.ecochanges.co.uk)
Don't leave DVD players, TVs, games consoles, stereos or computers on standby.	£50 per average home.	About 90p.	This will also save about 450kg of CO ₂ a year per average home.	Ecochanges (www.ecochanges.co.uk)
Turn the lights off when you leave a room.	£20 per average home.	About 30p.	This will also save about 125kg of CO ₂ a year per average home.	Ecochanges (www.ecochanges.co.uk)
Only boil as much water as you need.	£20 per average home.	About 30p.	This will also save about 125kg of CO ₂ a year per average home.	Ecochanges (www.ecochanges.co.uk)
Replace light bulbs with energy-saving bulbs.	Around £37 per average home.	About 70p.	One energy-saving light bulb saves around £2.50 per year. And because it will last around ten times longer than a standard bulb, it could save around £40 before it needs replacing. Energy-saving light bulbs also use up to 80% less electricity than standard bulbs.	Energy Saving Trust (www.energysavingtrust.org.uk)
Cycle or walk instead of drive if the journey is less than a mile.	£160 in fuel.	About £3.	One mile will only take about 20 minutes to walk. You'll also be saving CO ₂ emissions.	ACT ON CO ₂ – a cross-Government initiative (http://actonco2.direct.gov.uk)
Cycle or walk instead of drive if the journey is less than two miles.	£600 in fuel.	About £11.50.	Two miles will only take about 15 minutes to cycle. You'll also be saving CO ₂ emissions.	ACT ON CO ₂ (http://actonco2.direct.gov.uk)
Eat up all the food in the house instead of throwing it away.	£50 per average household.	About 90p.	Planning meals can help to ensure that all the food is used up.	ACT ON CO ₂ (http://actonco2.direct.gov.uk)



Children now have greater spending power than ever before, with average weekly pocket money totalling £6.32.

Main activities – group/independent KS2 (20 minutes)

These activities are not connected to the My Moneyfesto challenge on page 22, but extend learning about saving. Select from the list below according to the abilities of your pupils.

- 1** Introduce for pupils the notion that savings grow with interest. A good way to do this is to assign one pupil the role of "banker" and another pupil the role of "saver"; use Monopoly money or download reproduction notes from the Activity Bank: www.mymoneyonline.org/resources/activity-bank.aspx to illustrate regular saving:
 - The saver decides to save £5 a month in the bank. Give the saver twelve £5 notes and go through him/her handing over one to the banker each month.
 - The banker records the amount on paper each month. Show this on the board, keeping a running total.
 - At the end of 12 months, the saver has deposited £60. But explain how the bank pays 5% interest. Calculate 5% of 60 by halving 10% to give £3. The banker puts £3 in coins onto the saver's pile of money.
 - Add the £3 on to the board total to show £63. Then go into year two and ask the class to work out how much the saver will have by the end of it. The answer is $£63 + £60 + £6.15$ (5% of £123) = £129.15.
 - Explain that this may not seem much, but it will keep on increasing over time – this is compound interest. If this carries on for ten years, the saver will have gained an extra £176.41!
 - Give an example for larger amounts, or find examples to show how savings can grow over a lifetime. It is important to stress that banks often pay quite low interest rates, perhaps only 2%. You will also need to explain that savers can withdraw money from savings, and this has an effect on the interest earned.
 - Once you have completed the activities outlined above you can give pupils a copy of lesson 2 activity sheet 2 to assess and consolidate learning.
- 2** People can only save if they have money. Brainstorm sources of income for saving.
- 3** Write down the relative merits of different ways to save: money box, building society, savings account, etc.

Extension activities – KS2

- Use an online savings calculator with your class to find out how much you can save over time with different amounts of money at different interest rates. A good online savings calculator can be found on the following website: www.moneymatterstome.co.uk/Interactive-Tools/GeneralInterestCalculator.htm.
- Find out some things that you could afford to buy if you saved £10 a month over three years at 2.5% interest.
- Alter the figures upwards, thinking into the future when pupils will have more income, to see what can be afforded then.
- A good challenge for older or more able pupils is to pick a target, such as an iPod, Playstation, game, book, laptop or even a car, then find out the price and use the online savings calculator to investigate what sort of amounts would have to be saved over various timescales to reach the target (at a given rate of interest). These figures could be displayed next to photos of the targets.
- Use the internet to investigate some different savings accounts and the interest rates they offer (search "savings rates"). Find out what the conditions are, e.g. minimum investment and notice required to withdraw.



Plenary (10 minutes)

- Why do so many people save money?
- What happens to people who spend all their income and don't save at all?
- How can you stick to your pledge and ensure that you keep saving? How can you get others at home to help you?

Remember to keep checking the Total-ometer throughout the school year!

My Money Week Primary Activity Pack

Useful websites and resources

www.pfeg.org

pfeg (Personal Finance Education Group) is an independent charity helping schools to plan and teach personal finance relevant to students' lives and needs. It provides free support, resources and expert consultancy to teachers and school leadership teams.

pfeg Quality Mark

If you're looking for teaching resources, you need to know that they can be relied on. The **pfeg** Quality Mark accreditation system ensures that resources and materials for teaching financial capability are suitable, effective and of the highest educational quality. For all resources that have received the Quality Mark visit: www.pfeg.org.

What Money Means

What Money Means is **pfeg's** ambitious five-year programme aimed at increasing the quantity and quality of personal finance education in primary schools. It is designed to give younger children the best foundation for managing their money now and in the future. It offers resources and support to help teachers plan and teach personal finance in fun and exciting ways, which fit into existing activities and curriculum plans.

www.pfeg.org/wmm

What Money Means in Primary Schools

This booklet for teachers draws on practical experience gathered while teaching personal finance education in primary schools. It features over 20 detailed case studies and short taster ideas to get teachers started. The booklet includes a CD-ROM, which contains classroom materials, suggestions for activities, units of work, examples of children's work, planning grids, planning tools and frameworks for development.

It also includes a short DVD film – What Money Means in Action – which demonstrates what personal finance education is like in primary schools. The film aims to inspire teachers to develop a planned and coherent programme of personal finance education.

What Money Means – HSBC volunteers

What Money Means is supported by HSBC and involves thousands of volunteers from across the organisation. HSBC staff share their expertise and assist schools in their local communities to help pupils improve their understanding of personal finance, working alongside teachers in the classroom where appropriate.

www.pfeg.org/wmm

The Bank of England educational resources and museum

The Bank of England offers a range of resources and services to build awareness and understanding of its role and functions and of how the economy works and why inflation matters. The resource Pounds & Pence is aimed at 9–11 year olds.

www.bankofengland.co.uk/education

www.bankofengland.co.uk/education/museum/kids

Money Made Clear

The Financial Services Authority (FSA) provides impartial financial information to help people make sense of their money. Their Money Made Clear website and range of printed guides provide information and tools to help consumers work out what's right for them.

www.moneymadeclear.fsa.gov.uk

Money Matters and Mobiles

Use of mobile phones provides a real-life context for helping children to understand money matters and develop their financial skills for life. **pfeg** has worked with eight primary schools to develop new and innovative teaching practices, to help pupils aged 9–11 make a connection between using the phone and paying the bill. This resource pack records their experiences and offers schemes of work, lesson plans, PowerPoint guides to lessons, activities and examples of pupils' work to provide ideas on how to plan and teach personal finance around mobile phones.



There is a great variety of free online resources available to help teachers explore financial capability with their students.

On the Money

This resource (available online and as a booklet) covers finance and enterprise topics through the use of short stories that pupils will identify with and find funny. Teachers' notes are provided to suggest how each story can be used.

Dream Playgrounds

This website can be used immediately by teachers. It is designed for use with computers but can easily be adapted if only one is available for a class. The site aims to help pupils to develop their understanding of the processes and costs involved in making changes to a school playground. They think about researching materials and costs, and the importance of raising money and keeping to a budget. Several resource sheets, interactive spreadsheets and teachers' notes are included.

Making Sense of Money

This booklet, suitable for key stages 1 and 2, provides a range of colourful games for pupils, from which they will improve their skills in coin recognition, adding up money, exchanging coins for goods and budgeting, keeping money safe and choosing how to spend money.

Counting On Money

The Cost of Money

Counting on Money is an interactive website for ages 4–7, which includes online stories with sound, fact sheets, a quiz and worksheets. The story is ideal for showing on an interactive whiteboard.

The Cost of Money, another interactive website, is aimed at ages 7–11 and includes an interactive board game for one or two players, activities, facts sheets, downloadable worksheets and a glossary.

Talk Money Talk Solutions

This excellent downloadable booklet for ages 4–11 encourages pupils to work together with questions for discussion which can be used to extend the pupils thinking. It contains activity sheets which are available on paper and in Excel, so the calculations can be worked out on paper or using ICT.

More

For more details about these and other resources, information about who produced them, and how to order them please visit www.pfeg.org/resources.

My Money Week Primary Activity Pack

Success stories

My Money Week 2009 saw primary schools across England undertaking a huge range of imaginative personal finance education projects. The following success stories show two examples of schools that approached My Money Week using exciting cross-curricular themes. Further success stories from 2009 can be found at: www.mymoneyonline.org/my-money-week/success-stories/default.aspx.

Summer Lane's summer fair

Summer Lane Primary in Barnsley decided to tie My Money Week in with their summer fair and all classes became involved in the project. Each class held a planning meeting to decide what kind of stall they would run at the fair, and representatives from the school council led the way in deciding that money raised by the fair would go towards the council's next project.



My Money Week 2009 saw primary schools across England undertaking a huge range of imaginative personal finance education projects.

All of the pupils helped in planning how the stalls would be run: what would be sold or offered, how it would look, prices and how products would be sourced. Greetings cards, face painting and a bouncy castle were among the options chosen and the whole school participated in making things to sell throughout the week with great enthusiasm.

The fair was a huge success, with many parents attending and the pupils enjoying running stalls while also being given a chance to visit the other stalls. In total, £350 profit was made, which has been banked by the school council in the hope that by the time their next project is organised this will have increased with a little interest! The fair offered numerous opportunities for learning about different aspects of money through cross-curricular, creative activities and brought the school together at the same time.

Do it yourself

Step 1

Plan ahead! Organise a staff meeting well in advance to pick a date for the fair and to ensure that items like a bouncy castle can be arranged before they are booked up for the summer. Decide what kind of input the pupils will have in planning the event.

Step 2

Think about curriculum areas that need to be covered and what kinds of personal finance education targets are appropriate for the event. Use the structured activity guidance offered in the My Money Primary Toolkits (available to order or download from: www.mymoneyonline.org/resources/resources/default.aspx) to plan how the fair can give pupils in each age group the best opportunities to learn about money in a real-world context.

In particular, use the following pages from the Toolkits:

- Foundation/Key Stage 1: pp20–42
- Key Stage 2: pp22–68

Step 3

Involve the pupils in making as many decisions as possible about the stalls, with the emphasis on understanding financial implications of various choices. Have a range of realistic ideas and options available, so that the fair has a good balance of events, attractions, low-price games and prizes, and stalls that are suitable for different age groups. Work with simplified budgets and ensure that pupils keep accounts of all their transactions.



The theme for My Money Week at Oxspring Primary School in Sheffield was 'keeping money safe'. This whole-school project was launched at the start of the week with a special assembly.

Keeping money safe at Oxspring Primary School

The theme for My Money Week at Oxspring Primary School in Sheffield was 'keeping money safe'. This whole-school project was launched at the start of the week with a special assembly.

In Reception and Year 1, the pupils talked about the various ways that money is kept safe. The main activity for this age group involved designing and making their own money boxes –which they thoroughly enjoyed. Year 2 pupils worked alongside the Year 1 pupils, but made their own purses using felt.

For pupils in Years 3 and 4, the theme was banks and what they do. The pupils used websites to help them understand that a bank is a business. The teacher used resources and information provided on one of the websites so that the pupils could "earn" their own money and then put it in the bank to keep it safe. They were very keen on this, not least because it made a refreshing change from earning house points!

Year 5 looked at savings accounts and current accounts and how interest is added. They then decided what jobs they would like to do when they are older and used the Prospects website to look at salaries (www.prospects.ac.uk). Following this, they found out about the Child Trust Fund, but were sorely disappointed that they did not receive one! In addition the pupils created mind maps to show what they had learnt (and what they remembered) about money.

Year 6 took part in five different activities. Firstly, with a mathematical focus, they looked up bank interest rates and worked out how much interest they would make in a savings account. They also used the internet to find out what interest is and how it works. Like Year 5, they researched the Child Trust Fund. Another activity was a trading game, where the pupils had to borrow from a bank, learning that loans and overdrafts cost the borrower. At the end of the week they worked in teams to create their own videos to show what they had learnt.

Staff and pupils say that they found the whole week enjoyable, interesting and definitely beneficial – especially as it covered such a broad range of personal finance education topics. Oxspring Primary plan to make My Money Week an annual event in future years.

Do it yourself

Step 1

The key, as usual, is whole-school cooperation and planning to ensure that everyone is on board, knows what My Money Week is about, understands the benefits and sees the week as an opportunity to carry out some creative, exciting activities around money that will be beneficial to pupils. Choose a theme that will generate ideas at all levels.

Step 2

Review the resources available, looking at the range of ideas listed in this pack and the other My Money and pfeg-recommended materials to inspire staff. Decide how to kick start the week with an assembly or other whole-school event, consider whether a competition could be included as part of the project and try to ensure that each class carries out at least one practical, collaborative activity involving money.

Step 3

Think about ways that pupils can share what they will learn, thematic displays, parental involvement (perhaps through an end of week sharing assembly) and opportunities for making the week as interactive as possible.



My Money Week Primary Activity Pack

Glossary

This can be used to help write quizzes as well as acting as a reference guide.

ATM	Automated Teller Machine: a cash point or "hole in the wall".
Balance	Your balance is the amount of money you have or owe in an account at a particular time.
Budget	a) An amount of money set aside for something. b) A budget can also be a summary of intended spending and income to cover it.
Building society	A building society is like a bank but is owned by its members.
Cheque	A cheque is a written instruction telling your bank to pay someone.
Child Trust Fund	The Child Trust Fund is a government funded scheme where pupils are given money in a long-term savings account.
Compound interest	Compound interest is interest paid on money which has grown by having previous interest earnings added.
Credit	Credit means that money is made available to you.
Credit card	A card that allows you to buy things using borrowed money, up to a limit.
Current account	A current account is a low-interest bank account used for day-to-day transactions such as paying bills.
Debit	A debit is an amount of money taken out of an account.
Debit card	A debit card can be used to pay for things without cash – the money is taken from your account.
Debt	Debt is money that a person has borrowed from someone and needs to pay back.
Deductions	A deduction is a sum of money taken off something.
Deficit	A deficit is when you need more money than you have.
Deposit	A deposit is an initial payment which secures the purchase of something.
Euro	The Euro is the currency of several European countries.
Exchange rate	The exchange rate tells you how much you get when exchanging one currency for another.
Expenditure	Expenditure means the amount you spend.
Fair trade	The fair trade movement aims to make sure that workers and producers get paid fairly.
Financial adviser	A financial adviser is a person or company who give advice about money and financial products.
Gross	Gross is an amount of money before any deductions – usually meaning tax – have been taken. Gross profit is the amount of money made from selling goods and services minus the cost of making/providing them.
Income tax	Income tax is tax you pay on all money earned.
Inflation	Inflation is the tendency for prices to rise over time.
Interest	Interest is the money you earn for putting your money in a bank, building society, etc.
Investment	a) Money put into something such as a business. b) An investment is also a product for savers which has some risks, e.g. shares.
ISA	Individual Savings Account: an account where you don't pay tax on the interest earned.
Mortgage	A mortgage is a type of loan used to buy a house or other property.
National Insurance	National Insurance is a government deduction from your wages used to pay for benefits that you might need to claim, like Incapacity Benefit, and your state pension when you retire.
Net	Net indicates a sum of money from which certain amounts, usually meaning tax, have already been taken away. Net income is how much you earn after any deductions for tax and National Insurance. A person's net worth is the overall value of all their assets minus all liabilities.
Outgoings	Outgoings are things that you spend money on.
Overdraft	An overdraft is when a bank allows you to draw out more money than you have in your account.
Pension	A pension is a retired person's income.
Personal loan	A personal loan is one which you can choose to spend on whatever you want.
PIN	Personal Identification Number: a four-digit security number for credit and debit cards.
RRP	Recommended Retail Price.
Salary	Your salary is the amount you are paid for a job in a year.
Sources of finance	Sources of finance are ways that people or organisations get money, e.g. from earnings, loans, credit or share issues.
Store card	A store card acts as a credit card for a certain shop.
Surplus	A surplus is what is left over when money has been spent on something.
Transaction	A transaction is a payment in or out of a bank account.

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pfig is a registered charity

Registered number 1081639

pfig is a company limited by guarantee

Registered number 3943766

Ref: MM-WAP-PRI

My Money is a financial education initiative funded by the Department for Children, Schools and Families led by **pfig** and its partners, EdComs, the PSHE Association and NCB



My Money Week Primary Activity Pack

My Money activity sheets

Name

Date

Lesson 1 activity sheet 1: Video story

- ## 1. What has just happened in the story?

- 2. What are the two choices the character can make?**

- ### **3. Which one would you choose?**

- 4. What do you think will happen next in the story?**

My Money Week Primary Activity Pack

My Money activity sheets

Name

Date

Lesson 1 activity sheet 2: Saving money

1. Write down three advantages and three disadvantages of saving money.

advantages

1
2
3

disadvantages

1
2
3

2. If you could save £10 a month in a money box, how much would you have at the end of the year?

3. If you saved £2 a week, how much would you have at the end of a year?

4. Write down what you would do with the money you saved from question 2.

5. Why do most people who save money put their savings in a bank or building society?

6. If you saved £10 a month and the bank paid you 5% interest,
a) how much would you have at the end of the year?
b) how much would you have after two years?

My Money Week Primary Activity Pack

My Money activity sheets

Name

Date

Lesson 2 activity sheet 1: My Money challenge

1. Needs and wants

Think ahead to your 18th birthday. You'll be an adult! You might be about to go to college, or you might have a full-time job. You could be driving and may have left home. What will your needs and wants be then? Write down three things you'll need and three things you'll want at age 18:

needs

wants

2. Saving

Saving is a good way to meet needs and wants in the future. In order to save, you need income – that means money! List all the ways you get money:

3. Spending

You can't save and spend a lot at the same time, unless you are mega-rich!

List three ways you can reduce your spending:

I can buy less

4. How much to save?

Think about your income (pocket money, birthday money, etc.) and your spending.

How much can you afford to save each week?

5. My pledge

The My Money Week challenge is about making a commitment to save money by spending less and cutting costs every week. Fill in some pledges about how you will save money and then work out how much you'll have saved by the end of one year.

Fill in the pledge below if you want to take part. For example: I pledge to walk to school instead of taking the bus. £5 saved per week (£1 per day x 5 trips to school per week).

Pledge	Money saved per week

Total per week:

Total after one year:

My Money Week Primary Activity Pack

My Money activity sheets

Name

Date

Lesson 2 activity sheet 2: How much will you save?

You may use a calculator to answer these questions.

1. How much will you save over a year if you put £8 a month in a money box?

2. How much will you save over a year if you put £8 a month in a savings account that pays 4% interest?

3. How much will you save over a year if you put £15 a month in a bank that pays 2% interest?

4. How much will you save over 5 years if you put £10 a month in a bank that pays 2% interest?
Remember compound interest!

5. If you want to buy an MP3 player that costs £78, how much would you need to save each week over one year?

6. A 42-year-old woman with a well-paid job saves £200 a month at 3% interest. How long will it take her to reach £10,000? (Clue: work out how much she'll save after one year, two years, etc., adding on compound interest).

My Money Week Primary Activity Pack

My Money assembly story

The Adventures of a Ten Pound Note

"Can I open my cards now, mum?" said Carl as he gobbled down the last spoonful of cornflakes.

"Of course you can, it's your birthday," said Carl's mum, smiling. "And it's a Saturday so we don't have to rush to get ready for school."

Carl looked at the pile of envelopes, all addressed to him. He ripped open the first one right away – it was a football card from his granny saying, "You are 7!" Seven sounded really old to Carl. He quickly opened the other post. There were cards from friends, cards from neighbours, cards from relations, big cards and small cards, funny cards and glossy cards. And there was one in a blue envelope. Carl recognised the strange curly handwriting right away.

"This is from Uncle Bill," he said. "I can tell." Carl loved getting things from Uncle Bill – he always drew a little picture inside a card or book. But Carl didn't really notice a picture this time, because as he opened the card, something dropped out onto the floor.

It was a ten pound note – a crisp, brand new one.

"Oh wow!" said Carl. His eyes popped so wide that mum laughed. "I've never had this much money. Can we go into town and buy something, Mum, please?"

"It's your money and it's your birthday so of course we can, yes."

Carl beamed and ran to get his coat and shoes.

"Give me chance to finish my coffee!" called his mum.

Half an hour later they were in town, at Mr Henderson's sports shop. Carl spotted what he wanted immediately: a beautiful shiny white football, just like real players use.

"Oh Mum, how much is that?"

She looked up for the price. "It's £8.99, so you can afford it." Carl didn't need to think twice about it: he reached into his pocket for the ten pound note. He handed over the money. Mr Henderson put the ten pound note into the shop till and gave Carl his change and the football.

As soon as he got home, Carl started kicking his new football around the garden. He'd completely forgotten about the crisp new ten pound note. But what happened to it?



My Money Week Primary Activity Pack

My Money assembly story

The Adventures of a Ten Pound Note - cont.

The ten pound note had stayed in Mr Henderson's shop till until six o'clock – when the shop closed and he moved all of the money out of the till and into a small bag to take home. On Monday morning, when Mr Henderson's daughter was looking after the shop, he went to the local bank. He handed over his bag of money to the cashier. The cashier counted the money and typed in the amount to be added to Mr Henderson's bank account. Then she put the money – including the ten pound note that had once belonged to Carl – into a drawer with lots of other cash.

The ten pound note didn't stay in the bank for very long. Just an hour later, a young woman called Yasmin went into the bank to take out some money. She said there was a big queue at the cash machine and she needed £30. She handed over her card and the cashier opened the drawer with the money in. She took out three ten pound notes, including the one that Mr Henderson had paid in. Yasmin then left the bank and went to the supermarket where she bought some bread, paying for it at the checkout with the same ten pound note.

Just eight minutes later a man called Steve bought a basketful of food at the supermarket. It came to £7.55 and he paid with a £20 note. The person at the checkout gave him the Yasmin's ten pound note as part of his change. Steve put it in his wallet, where it stayed for nearly a week until he lent it to his brother Jeff, who wanted to give some money to a homeless person called Dexter he'd recently met. Dexter was delighted and used the ten pound note to pay back a lady called Mrs Ledley who worked at the homeless shelter.

Mrs Ledley took the ten pound note home and gave it to her ten-year-old daughter Jess as a reward for all her help with cleaning the car and doing lots of housework over the past month. ,

Jess was delighted with the ten pound note, even if it was a bit crumpled and tired-looking by now. She worked out that she could now afford to buy the headphones that she wanted for her MP3 player. Her old ones still worked but these ones were much cooler. She was just getting excited about that when she remembered that she needed to save some money for the family holiday in a couple of months. The ten pounds would buy loads of ice creams and postcards. It was such a difficult decision.

In the end she decided to save it. She gave it back to her mum who put it in a savings account at the building society. The ten pound note was then paid out to an elderly lady called Mrs Rashid. Mrs Rashid planned to put the money inside a birthday card for her granddaughter Vima.

A short while later, Vima the birthday girl opened an envelope and something fluttered out.

What do you think happened next?

My Money Week Primary Activity Pack

My Money drama script - Clickety click

Clickety click - page 1

This is a script for a short, one-act play for six children to perform for a primary school or audience of parents.

Performers	Characters	Props
<ul style="list-style-type: none">Number of performers: six (three boys and three girls).Age of performers: 9–11.All performers should have strong, clear voices.	<ul style="list-style-type: none">MumDadRyan – their son (aged about 10)Kelly – Ryan's friendLuke – another friendTessa – another friend <p>The four child characters should wear different-coloured tops to help the audience identify with them. Ryan needs to wear a jumper.</p>	<ul style="list-style-type: none">Sheets of paper.Four chairs, placed towards the front of the performing area (two either side, with a gap of about three metres in between).

Part 1

[Mum and Dad are standing and facing each other towards the back of the performing area. They are frozen in mid-argument. Dad is holding up some sheets of paper and frowning. Mum has her arms folded and her mouth open. Ryan is standing in front of them to one side, slowly shaking his head, facing the audience.]

Ryan Do your parents argue? Mine are always arguing. And it's usually about money...

[Turns to look at them]

Dad [Cross] Look at these bills: food, gas, water, council tax, electric – it's hundreds of pounds every month.

Mum Well we pay them, don't we? What's the problem?

Dad We can barely afford to live here, and you keep going out and spending money on luxuries – that's the problem!

Mum I only had a night out with friends – that's all.

Dad That's all? It cost over a hundred pounds! Look, it's here on the bank statement. We're going to get into serious debt at this rate.

Mum But what about you with your Sky Sports and your golf club and going to the gym – you spend more than I do!

My Money Week Primary Activity Pack

My Money drama script - Clickety click

Clickety click - page 2

Dad That's ridiculous!

Mum No it's not, it's true – and you use credit cards all the time.

[Ryan clicks his fingers and they freeze again.]

Ryan See what I mean – it's awful... Hey it would be good if you could do that, wouldn't it, clickety click, just switch it off?

[He clicks again and Mum and Dad immediately continue their argument.]

Dad You should never have had those belly dancing lessons.

Mum Well you should never have bought that Jeremy Clarkson wig.

[Ryan clicks and they freeze once more.]

Ryan I'm not going to be like them when I grow up. It's a good job my friends are coming round in a minute – I need a break.

Part 2

[Ryan sits down and Kelly, Luke and Tessa enter. They are chatting quietly. Luke sits next to Ryan and starts talking to him quietly while Kelly and Tessa stand up, facing the audience.]

Kelly Listen, I'm going to that new Go Ape place next weekend. Who's coming?

Tessa Go Ape? What on earth is that?

Kelly You must have heard about it – they've got them all over the place now. It's in a forest and there are loads of amazing swings and bridges and things.

Luke Oh yeah, I've seen it. Everything's really high up in the trees, about sixty feet up or something. It's cool.

Ryan Sounds a bit dangerous to me...

Kelly No, you wear a safety harness and there are nets to catch you if you fall. You'll all love it! Who's coming?

Luke I'd really like to, it looks amazing, but I know it costs £20 each and I'm saving to buy a proper mountain bike.

Kelly But they cost loads – it'll take you ages.

Luke It'll take me a while but I've already saved £85. I tried mountain biking on holiday and really loved it, so I want to get my own.

Kelly What about you two? [Looks at Tessa] You'll come, won't you?

Tessa Go Ape sounds fantastic. I'd love to but...

Kelly But what? I can't just go with my brother and parents.

Tessa Well, I don't have any money either. I did have lots from my birthday but I bought some new jeans.

My Money Week Primary Activity Pack

My Money drama script - Clickety click

Clickety click - page 3

Kelly But jeans don't cost that much.

Tessa These did – they're designer label.

Kelly You bought expensive label jeans? Those cost a fortune! You must be daft.

Tessa I like them, though.

Luke But don't they just look the same as other jeans that cost half the price?

Tessa Well, yes, I suppose so, but...

Kelly Oh Tessa, that's a real waste of money. If you'd bought cheap jeans like I do, you'd still look great and you'd be able to come to Go Ape and have a brilliant time.

Tessa [Sounding upset] Oh come on, that's not fair. It is my own money.

Luke Yeah you shouldn't have said that. [He stands up]

Kelly [Cross] You can't tell me what to say!

Tessa I'm going home if this carries on.

[Ryan stands up and clicks his fingers and his three friends freeze, like his parents.]

Part 3

Ryan What is going on?

[He walks around his three friends, shaking his head, looking at them, then he begins to move them and rearrange their bodies: first he makes them look less cross, and then he realises he can have some fun so he moves their arms into funny positions for a short while. Then he sits them down.]

Ryan It's money again. They're as bad as Mum and Dad, arguing about it. They obviously don't look after their money carefully like I do. Honestly... [Shakes his head]

[Ryan clicks his fingers and the three friends come to life again, looking a bit confused about finding themselves sitting down all of a sudden, while Ryan chuckles.]

Kelly Anyway, Ryan, what about you? You haven't said if you're coming to Go Ape yet.

Ryan It's sounds great; I'd love to go. I've always admired Tarzan.

Kelly Brilliant – have you got £20?

Ryan Oh, I forgot it's £20.

Kelly Well how much do you have? You get pocket money, don't you?

Luke He gets paid for doing chores round the house too, and for washing the car.

Tessa Really? That's not fair – I have to loads of jobs at home and don't get paid anything...

Ryan Well, yes I do get pocket money and a bit extra for helping round the house...

My Money Week Primary Activity Pack

My Money drama script - Clickety click

Clickety click - page 4

Kelly So what's the problem then?

Ryan I haven't got £20.

Kelly Well how much have you got?

[Ryan looks in his pocket.]

Ryan 15p.

Luke Well you can't go ape for that, Ryan. You can't even go ant.

Kelly This is rubbish; no one's going to come with me.

Tessa Where is all your money, Ryan?

Ryan I spent it.

Kelly Yes, we guessed that, but on what?

Ryan Well, I bought, er, I got, erm... dunno.

Luke You wasted it?

Ryan Yeah, I suppose I did.

Kelly [Getting cross again] What a bunch of friends you lot are!

Tessa Oh come on, Go Ape is really expensive.

Kelly It's not.

Ryan & Luke It is!

Kelly Now you're ganging up on me.

[Mum sneaks forward and clicks her fingers. The four children freeze.

Dad comes forward too.]

Mum Kids, eh? Always arguing.

Dad Yeah, what are we going to do with them?

Mum Let's leave them here and go out.

Dad Excellent idea – I'll get my credit card.

Mum I know a nice little wine bar...

[They walk out together, leaving the kids frozen, then dad steps back and shoves all the paper up Ryan's jumper.]

End



Scenario 1

There's a new computer game out on Monday; it costs £40 and you desperately want it. You only have £30 though, and your brother offers to lend you £10 if you pay him back £15 the following week – once you've been given pocket money from your parents.

- If you wait a week, you could get the game for £40 rather than the £45 it will cost if you borrow from your brother.
- What are the benefits of getting the game right away?
- Can you afford to lose £5? What would you have normally spent the £5 on? Or would you have saved it?



Scenario 2

You've been given a lot of money for your birthday. You want to save up some money for the future, but you're also tempted to use it as spending money for your forthcoming holiday.

- What would happen if you put the money into the bank?
- Could you spend some and save some?
- What will you spend the money on while on holiday?



Scenario 3

On your way home from school, you find £20 on the pavement.

- How do you feel?
- What will you do with the money?



Scenario 4

Your mum has been offered a job with excellent pay, but she thinks the work will be boring and she'll have less free time. She is wondering what she should do... what would you do in her situation?

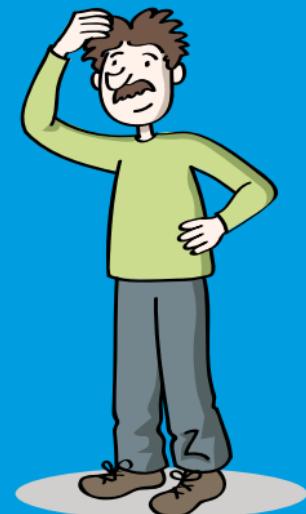
- Which would you value most
 - a high salary or a job you enjoy?
- What other factors need to be considered when making a decision like this?



Scenario 5

You want to start saving some money for the future, but there's so much different advice about where to save it. You'd like to use a high-interest savings account, but the interest rates don't look too great at the moment!

- Where else could you save your money?
- Do you want easy access to your money, or do you want to make sure you can't get hold of it too easily - so that you don't spend it?



Scenario 6

You've been saving up your money recently by not buying sweets or magazines, because you want to buy a new game. But after weeks and weeks of saving, you still don't have enough for your game.

- Do you think you should stop saving up and just buy sweets and magazines instead?
- Could you find other ways to get money or save it better?



Scenario 7

Your friend doesn't have enough money to buy a new DVD, and wants to "go halves" with you. You have enough money to pay for half because you've been sensible about saving and spending, but you don't really want this new DVD.

- Could your friend go halves with someone else?
- Could you lend him the money instead?
Is he likely to pay you back?
- Is your friend's birthday coming up – or a special occasion? Could a few of you buy it for him instead?



Scenario 8

Your favourite author's book has just appeared in the shops in hardback. It costs £12, but the author's website says that the paperback will be out in two months for £7. You can afford the hardback, but now you're thinking about waiting for the paperback.

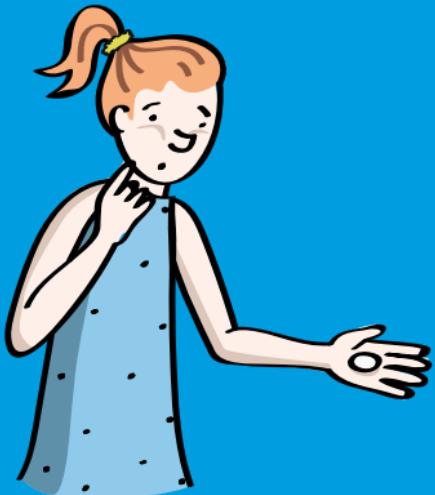
- You will have £5 left over if you wait two months; could you do with the extra money?
- Do you want the book more than you want the money?



Scenario 9

Your mum tells you that it's a good idea to save half your weekly pocket money in a savings account, but you'd rather spend it all. After all, it won't add up to much in the long run.

- How much would you get if you saved, e.g. £2 a week at 3% interest until you're 18? Remember compound interest.
- What do you think your mum wants you to save the money for?
- What are you planning to spend the pocket money on each week?



Scenario 10

Tinchy's Challenge

You're determined to get into the music industry as a vocalist and songwriter and don't know if it's worthwhile going to university – you just want to get on with your passion. But your friend tells you about a course that interests you, and now you don't know what to do: go to university or try to make it in music straight away.

- Could you try to get into the music industry after completing university?
- Are there any risks associated with delaying your music career?
- What will happen once your music career is over?
Will it be useful to have a qualification to fall back on?



Scenario 11

Your friend keeps borrowing money from you but never pays you back. He asks to borrow another £1 for some chocolate, but even though you have enough, you don't want to lend it.

- What could you tell your friend if you don't want to lend the money?
- How could you help your friend to manage his money better in future?



Scenario 12

All your friends are clubbing together to buy a birthday present for another friend. They've asked you to pay your share: £4. You don't have enough money, but don't want to let everyone down.

- Could your friends find something cheaper to buy, so that everyone would pay a bit less?
- Perhaps some of the others are also reluctant to pay £4 but don't want to say anything; can you find out?



Scenario 13

You walk past someone in the street who is begging for money. You're not sure if you want to give any away.

- If you give him some money, how will you feel?
- If you don't give him some money, how will you feel?



Scenario 14

Your favourite magazine, which comes out once a month, has gone up in price by 50p. You don't get enough pocket money to cover the extra price, because you like to spend the rest of your money on sweets.

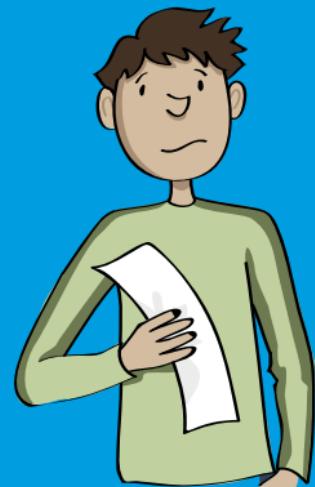
- How much do you enjoy your magazine?
Are there cheaper magazines that you could buy instead?
- How much do you enjoy your sweets?
Could you spend less on sweets to cover the extra price of the magazine?
- Could you earn extra money by doing chores?



Scenario 15

You want to buy a brand new games console. But even your birthday money and Christmas money combined aren't enough to pay for it.

- What are your options? You could wait a few months, when the price is likely to come down. Or perhaps you could buy a cheaper model.
- What are the consequences of these options? Which one suits you best?
- Are there any other options you can think of?



Scenario 16

While walking home from school, you accidentally drop £10 on the pavement and don't realise until you're back in your house.

- How do you feel?
- Can you find out if anyone has handed it in, e.g. to a shop nearby or a local police station?
- What will you do if you can't get your money back?

