

#MyMoneyWeek



MY MONEY WEEK 2019

SECONDARY TEACHERS' GUIDE



Supported by



2019 sees My Money Week take place for the ELEVENTH consecutive year as the highest profile and most recognised personal finance education initiative for schools.

Supported by Santander, My Money Week is a national activity week for primary and secondary schools that provides a fantastic opportunity for young people to gain the skills, knowledge and confidence in money matters to thrive in our society.

The fundamental aim is to increase the quality and quantity of financial education for all young people across the UK, by equipping and enabling teachers and educators to do this.

We provide free resources and support to help you creatively engage and impact on children and young people, with the aim of increasing their knowledge, skills and confidence both with financial matters and with important life skills.



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About Young Money

Young Money (formerly pfeg), supports all educators in developing the financial capability of the young people they work with. We are a trusted and valued provider of knowledge, resources and training to anyone teaching children and young people how to manage money.

Find out more at:
www.young-money.org.uk



If you're taking part in this year's My Money Week, why not let us know what you're up to. You can tell the world what you're planning or what you have completed by tweeting us @YoungMoneyEdu with the hashtag: #MyMoneyWeek



What's available this year?

This year we have developed a new exciting set of digital resources focused around spending and saving decisions.

You can access these interactive videos now at www.young-money.org.uk/MMW19-Secondary/

To accompany the videos, we have also developed;

- ▶ **Flexible Delivery Opportunities** outlining how the videos could be used in assembly, tutor or lesson time
- ▶ Two **Lesson Plans** to extend pupils' learning
- ▶ Four **Activities** exploring the themes raised in the videos
- ▶ Suggestions for additional **Resources and Support** which can be used to further develop your My Money Week



Technical Requirements

To play the videos you will need access to the internet and YouTube, ideally the latest version of the browser you are using (IE, Chrome, Firefox etc.) and you will need JavaScript and cookies enabled for everything to work as it should.



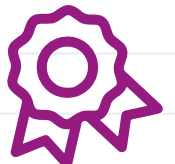
Enter the My Money Week Competition

Our My Money Week 2019 National Competition for Schools is now also open! The competition offers students a creative way to learn about money, as well as the chance to win fantastic prizes for themselves and their school!

Look out for ways you can use this year's competition materials to further enhance your students' learning during My Money Week.

For more information and to download the competition entry packs visit:

www.young-money.org.uk/mymoneyweekcompetition



Overview of Teaching Materials

We have created the following two **LESSON PLANS** and four **ACTIVITIES** – all of these teaching materials are included in your My Money Week pack as separate files.



LESSON PLANS

SAVINGS GOALS 11-14

During this lesson, students will start thinking about their short-term, medium-term and longer-term savings goals and consider the different factors that might affect the length of time it takes for them to achieve them.

INVESTING IN OUR FUTURES 14-19

During this lesson, students will explore the advantages and disadvantages of different types of investment and they will start thinking about long-term plans for financing their futures.



ACTIVITIES

THE CONSUMER CHALLENGE 11-16

Students will examine a range of factors we should consider when calculating 'value for money'.

PEER PRESSURE 11-16

Students will consider how peer pressure could affect their ability to manage money wisely.

BORROWING AND MENTAL HEALTH 11-16

Students will contemplate the affects that borrowing can have on our mental health and wellbeing.

THE FUTURE IS DIGITAL 11-19

Students will investigate the increasing trend towards digital payments and how these payment methods might develop in the future.

Secondary Interactive Videos



DELIVERY OPPORTUNITIES

These videos have been designed to help students start to consider the money related decisions they will have to make on a regular basis.

The first video clip introduces the protagonist, Sophie and asks the students to choose between two options on Sophie's behalf. From this decision, there follows a second video clip with another two options, and then a third video clip with a further two options. The final video clip at the end of each path (the fourth video if watching in a sequence) poses questions back to the class.

There are lots of different ways that the decision-making videos can be delivered to your young people, and we have suggested just a few ideas below.

For each of the delivery opportunities you could introduce the concept by asking the students if they have ever voted for something before or made a decision for someone else - how have they done this? What process did they go through?

- e.g. they found out information about the situation, what possible options or outcomes there would be and made an informed decision.

Explain to students that money decisions are an important part of everyday life but that each decision made will have consequences - sometimes these are positive and sometimes negative.

You could use an example of a money decision that you have experienced recently to highlight how often these decisions will be made - this could be how you got to school or what you had for lunch and explain the consequences or knock on effects from these decisions.



Technical Requirements

To play the videos you will need access to the internet and YouTube, ideally the latest version of the browser you are using (IE, Chrome, Firefox etc.) and you will need JavaScript and cookies enabled for everything to work as it should.



DELIVERY: WHOLE SCHOOL OR KEY STAGE ASSEMBLIES

As you are all together in an assembly the easiest way to take the vote is for students to hold their hands up OR stand up. You could even ask students to vote on whether they should stand OR hold their hands up to show their decision.

Following the introduction play the first video to students at the front of the room using an interactive whiteboard or projector and ask them to vote on the choices presented at the end of the clip.

Consider discussing the reasons they didn't pick the other options; did they feel particularly strongly about a decision? What do they think might happen if they made a different choice?

Make a note of the route and revisit the videos at the next assembly to watch the clips they did not choose the first time, you could even use them again in the next academic year to reintroduce money.



DELIVERY: TUTOR TIME DELIVERY (PSHE OR CITIZENSHIP)

Tutor time only has a short slot of time for voting but you could use a whole week of tutor time opportunities and deliver a video clip and an activity a day.

At the end of each video the students should vote on the decision using a show of hands, or by moving to a point in the classroom you have allocated, count their votes and take feedback from a few students before they leave for their next lesson.

The next video clip will be shown the following day and so on until Thursday (or the fourth session) where you could use the teaching materials to extend students learning – this could be focused on areas of money discussion that have occurred during the week from the videos and activities they have experienced.

You could use the final session of the week to revisit the videos and watch the clips they did not choose the first time – did they make the right choices?





DELIVERY: CURRICULUM DELIVERY

If you are delivering the videos in lesson time, we have created two Lesson Plans and a series of shorter Activities which can be delivered in conjunction with the video clips to extend your students' learning experience.

There are two lessons available;

- SAVINGS GOALS 11-14
- INVESTING IN OUR FUTURES 14-19

And four shorter activities:

- THE CONSUMER CHALLENGE
- BORROWING AND MENTAL HEALTH
- PEER PRESSURE
- THE FUTURE IS DIGITAL



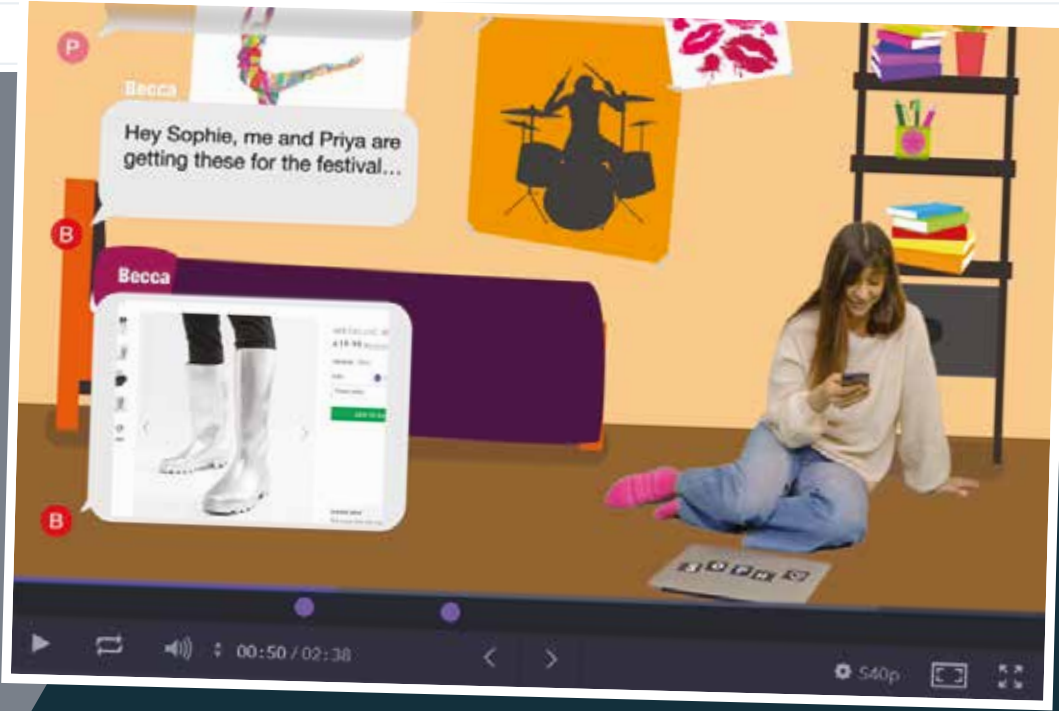
Watch the first video clip at the start of the lesson, then use the Lesson Plan or Activity to explore the topics covered in more detail. At the end of the lesson ask the students to vote ready for the next clip in the following lesson. The lessons have been designed to be flexible and adaptable for the young people you work with and the time you have available, and we have indicated where you may want to use them in relation to the video clips.

All of the teaching materials map to the Financial Education Secondary Planning Framework, more information and the downloadable framework can be found at:
www.young-money.org.uk/resources

If you are delivering the videos across multiple lessons check in with the students prior to playing the next clip to see if they can remember the decision that was made and to find out if anyone has changed their mind since voting! Play the clip that was originally chosen by the class, but make sure to allow time for students to discuss if still think they made their right decision.

As a final plenary session revisit the videos and show the clips they did not choose the first time – do they still think they made the right choices? Could they have predicted any of the consequences of their original decisions? What would they do now if faced with the same choices?

Video Pathways



START: CHEAPER OR MORE EXPENSIVE WELLIES?

Sophie is making plans to go to a day festival with her friends. She has **£65** which she's earned from working three shifts at the café.

She's bought her festival ticket online which cost **£18.05**.

Her sister, Leah, has agreed that she'll give Sophie and her friends a lift to and back from the festival but Leah's asked that everyone contributes **£5** petrol money. Sophie needs to remember to keep **£5** left to give to her sister at the end of day and also to remind her friends to do the same.

The group are deciding what to wear at the festival, some of her friends really want to buy metallic wellies, Sophie's not sure though, she's found some cheaper silver wellies which she quite likes too.

Spent: £18.05. Remaining: £46.95

ACTIVITY
THE CONSUMER CHALLENGE

Sophie carries out an online search to help her decide which wellies to buy. Use The Consumer Challenge Activity to help students examine a range of factors we should consider when calculating 'value for money' especially when using online comparison websites.

Should Sophie buy the **CHEAPER WELLIES** or the more **EXPENSIVE WELLIES** wellies?

If you vote for the **CHEAPER WELLIES** follow the **PINK** route.

LET'S VOTE!

If you vote for the more **EXPENSIVE WELLIES** follow the **BLUE** route.

CHEAPER WELLIES

We voted for Sophie to buy the cheaper wellies!

Sophie's glad she bought the cheaper wellies, they look great and it doesn't matter too much if they get ruined. She needs to buy lunch which is going to cost **£12.55** but she has also just spotted a poster of her favourite band. The poster costs **£13.50**.

Spend: £10.95 on silver wellies

Remaining: £36



ACTIVITY THE FUTURE IS DIGITAL

Food and merchandise stalls are beginning to offer festival goers the option to pay digitally. Encourage students to explore the increasing trend in digital payments by designing their own payment methods.

LET'S VOTE!

Should Sophie buy the

Poster and lunch or Only lunch ?

Poster and lunch

We voted for Sophie to buy lunch and the poster!

Sophie's excited that she bought the poster, it's going to look great on her wall.

Her friends are all in the photobooth, and they're asking her to join! It does sound like they're having fun and it would be great to have a photo to remember the day by, but a copy will cost Sophie **£4.95**, and they could just take a photo on their phones for free.

Spend: £12.55 on lunch and £13.50 on poster

Remaining: £9.95

Should Sophie go to the photobooth – yes or no?

Only lunch

We voted for Sophie to only buy lunch!

Sophie decided not to join her friends at the photobooth and now has some money left over which she's hoping to put towards her savings.

Her friend, Kai, though is complaining about having to pay her sister for petrol, he would rather use his remaining money to buy band merchandise. As Sophie has some money left over, he's asked her if she would lend it to him, that way he can pay her sister and buy the merchandise that he wants.

Spend: £12.55 on lunch

Remaining: £23.45

Should Sophie lend Kai the money – yes or no?

LET'S VOTE!



ACTIVITY PEER PRESSURE

Sophie's friends are not paying too much attention to their spending and they are putting pressure on her to spend her money too. Use the Peer Pressure activity to help students consider how peer pressure can impact our ability to manage our money wisely.

COMPETITION!

Sophie is considering whether to take the risk of lending Kai money, she can't guarantee that he'll pay her back. Use the My Money Week Competition materials to help students understand the different types of financial risk and their potential consequences and rewards.



YES

Pay for photobooth

We voted for Sophie to go to the photobooth!

Spend: £5 for petrol money and £4.95 at photobooth

Sophie has spent **ALL** her money. She's not too sure if she's happy with the money decisions she made...

Would you have made the same decisions?

How can Sophie save enough money to go on holiday?

Remaining: £0

YES

Lend money

We voted for Sophie to lend the money!

Spend: £5 for petrol money and £13.45 lent to friend

Sophie has spent **ALL** her money. She's not too sure if she's happy with the money decisions she made...

Would you have made the same decisions?

How can Sophie save enough money to go on holiday?

Remaining: £0

OR

NO

Don't pay for photobooth

We voted for Sophie not to go to the photobooth!

Spend: £5 for petrol money

Sophie has some money left over, she's not too sure if she's happy with the money decisions she made...

Would you have made the same decisions?

What could Sophie do with the money she has left over?

Remaining: £4.95

OR

NO

Don't lend money

We voted for Sophie not to lend the money!

Spend: £5 for petrol money

Sophie has some money left over, she's not too sure if she's happy with the money decisions she made...

Would you have made the same decisions?

What could Sophie do with the money she has left over?

Remaining: £18.45

LESSON PLAN INVESTING IN OUR FUTURES

Sophie has a part-time job in a café, she wants to start saving the money she earns when she's young so she'll be financially secure when she gets older. Use this lesson plan to help students understand the importance of long-term financial planning.

LESSON PLAN SAVINGS GOALS

Sophie's short-term savings goal is to go on holiday with her friend. Use this lesson plan to help students start thinking about their short-term, medium-term and longer-term savings goals.

EXPENSIVE WELLIES

We voted for Sophie to buy the more expensive, metallic wellies!

Sophie is very proud of her new wellies, she's seen lots of people wearing the same ones! Her friends are all in the photobooth, and they're asking her to join! It does sound like they're having fun and it would be great to have a photo to remember the day by, but a copy will cost **£4.95**, and they could just take a photo on their phones for free.

Spend: £19.95 on expensive metallic wellies

Remaining: £26



ACTIVITY PEER PRESSURE

Sophie's friends are not paying too much attention to their spending and they are putting pressure on her to spend her money too. Use the Peer Pressure activity to help students consider how peer pressure can impact our ability to manage our money wisely.

**LET'S
VOTE!**

Should Sophie go to the

Photobooth and have lunch or Only have lunch ?

Photobooth and have lunch

We voted for Sophie to go to the photobooth!

It's nearly time to go home but before they do, Sophie's friends want to go on the dodgem rides. Sophie thinks it would be fun to join but one ride costs **£4.50** which would mean after paying her sister for petrol money, she will have saved no money from the day.

Spend: £4.95 on photo and £12.55 on lunch

Remaining: £8.50

Should Sophie go on the dodgems – yes or no?

COMPETITION!

Sophie is at the festival's fun fair, as well as rides there's a small arcade where festival goers can gamble their money on the slot machines and toy-grabbers. Help students explore their attitude to risk by taking a short quiz, they can even design a comic strip about risk and reward and enter it into this year's competition!



**LET'S
VOTE!**

Only have lunch

We voted for Sophie not to go to the photobooth!

It's nearly time to go home, Sophie has **£5** ready to pay her sister for petrol but some of her friends are complaining about having to pay her sister as they would like to put their money towards merchandise. Kai has asked if Sophie can lend him the rest of her money so he can buy band stuff.

Spend: £12.55 on lunch

Remaining: £13.45

Should Sophie lend Kai money for merchandise – yes or no?

ACTIVITY BORROWING AND MENTAL HEALTH

Sophie is considering whether to lend her friend money. Use the scenarios in the Borrowing and Mental Health activity to explore how both borrowing and lending money can affect our mental health and wellbeing.

YES

Go on dodgems

We voted for Sophie to go on the dodgems!

Spend: £4.50 on dodgems and £5 for petrol money

Sophie has spent ALL her money. She's not too sure if she's happy with the money decisions she made...

Would you have made the same decisions?

How can Sophie save enough money to go on holiday?

Remaining: £0

YES

Lend money

We voted for Sophie to lend the money!

Spend: £5 for petrol money and £8.45 lent to Kai.

Sophie has spent ALL her money. She's not too sure if she's happy with the money decisions she made...

Would you have made the same decisions?

How can Sophie save enough money to go on holiday?

Remaining: £0

OR

NO

Don't go on dodgems

We voted for Sophie not to go on the dodgems!

Spend: £5 for petrol money

Sophie has some money left over, she's not too sure if she's happy with the money decisions she made...

Would you have made the same decisions?

What could Sophie do with the money she has left over?

Remaining: £4.50

OR

NO

Don't lend money

We voted for Sophie not to lend the money!

Spend: £5 for petrol money

Sophie has some money left over, she's not too sure if she's happy with the money decisions she made...

Would you have made the same decisions?

What could Sophie do with the money she has left over?

Remaining: £8.45



LESSON PLAN SAVINGS GOALS

Sophie's short-term savings goal is to go on holiday with her friend. Use this lesson plan to help students start thinking about their short-term, medium-term and longer-term savings goals.



LESSON PLAN INVESTING IN OUR FUTURES

Sophie has a part-time job in a café, she wants to start saving her money when she's young so she'll be financially secure when she gets older. Use this lesson plan to help students understand the importance of long-term financial planning.



Visit the resources section of the website for lots more videos, case studies, resources, and guidance to help teach financial education;
www.young-money.org.uk/resources

www.young-money.org.uk/mymoneyweek

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