

#MyMoneyWeek



MY MONEY WEEK 2019

PRIMARY 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-Primary/

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
- ▶ Five **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.

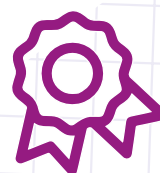
Enter the My Money Week Competition

Our My Money Week 2019 National Competition for Schools is now also open! The competition offers pupils 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 pupils' learning during My Money Week.

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

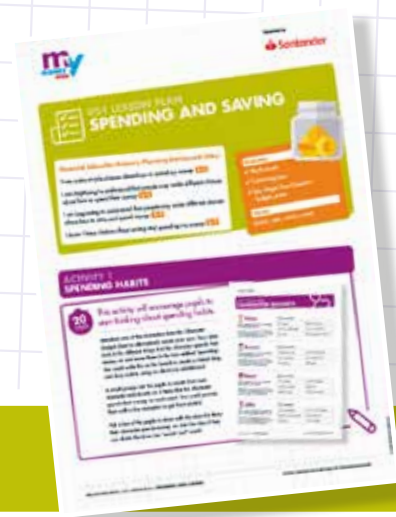
www.young-money.org.uk/mymoneyweekcompetition



Overview of Teaching Materials

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

We've also signposted to a few helpful resources that you can access on our website.



LESSON PLANS

LESSON PLAN **SPENDING AND SAVING 3-7**

During this lesson, pupils will start thinking about spending habits and how they might manage their spending to help them save.

LESSON PLAN **SPENDING AND SAVING 7-11**

During this lesson, pupils will examine the different attitudes and feelings people have towards saving. They will also develop their understanding of how to prioritise spending by creating simple budgets.



CLASSROOM ACTIVITIES

CLASSROOM ACTIVITY **MONEY BOXES 3-7**

Pupils will create personalised money boxes to help them understand how to keep their money safe.

CLASSROOM ACTIVITY **TAKE YOUR PICK 5-9**

A fun game that will help pupils explore different feelings and attitudes towards spending.

CLASSROOM ACTIVITY **GAMBLING 9-11**

An activity to help pupils understand the types of activities we consider as 'gambling' and how these activities involve risk-taking.



WHOLE SCHOOL ACTIVITIES

THE GIVING PLEDGE

Help pupils discover the important role 'giving' can play in our lives by creating a school 'Giving Pledge'.

SAM'S MONEY MISHAP

Help pupils understand why it's important to prioritise our needs and wants by reading this short story during an assembly.

Primary Interactive Videos



DELIVERY OPPORTUNITIES

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

The first video clip introduces the protagonist Max and asks the pupils to choose between two options on Max'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 pupils, and we have suggested just a few ideas below. For each of the delivery opportunities you could introduce the concept by asking pupils 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 then made a decision based on what they know.

Explain to pupils 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, and that sometimes we can make decisions which will benefit other people including ourselves.

You could use an example of a money decision that you have experienced recently to highlight how often these decisions will be made and how they could benefit others – this could be choosing to buy a present for someone's birthday or donating to charity and explain the consequences or knock on effects from these decisions.

Before starting delivery of the videos explain to the children that they are going to be making the decisions for Max in the videos. At the end of each clip there will be a decision where they will vote for the action Max will take. They should watch carefully and listen to what is being said.



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 vote is for pupils to hold their hands up OR stand up. Have a practice at doing this – you could ask them to vote on whether they should stand OR hold their hands up to show their decision!

Following the introduction play the first video to pupils at the front of the room using an interactive whiteboard or projector and ask them to vote on the choice 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? Use the final clip as a prompt to take feedback as to what you pupils would do if they were faced with the same decisions as Max.

At the end of the assembly remind the pupils that there are other routes in the videos that haven't been chosen and that these may result in a different outcome for Max.

Make a note of the route and revisit the videos at the next assembly or at the end of My Money Week to watch the clips they did not choose the first time – would they still make the same choices? You could even use them again in the next academic year to reintroduce money learning.



DELIVERY: CIRCLE TIME OR PSHE

First of all, you could practice the action of voting by deciding how to vote – you could find points within the classroom that pupils could move to or you could simply ask them to raise their hands.

During each circle time session show a video clip and discuss with the children the decision that Max needs to make. Make sure they understand the options being presented, and at the end of each clip take feedback from a selection of pupils and ask the class to decide on the way for Max to move forward. If you have time you could split the class into two groups and set up a debate with half of the class making the case for one of the choices, and half for the other.

Use the final clip as a discussion opportunity to explore what pupils would do if they were in the same situation as Max.

At the end of the week revisit the videos and follow the routes that weren't originally chosen by the class, explain that we can only make decisions based on what we know at the time, and that there might be positive and negative outcomes to our choices. Discuss why they chose the original route and, having seen all of the clips, if they would still make the same decisions.



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 pupils' learning experience.

There are two lessons available;

 **SPENDING AND SAVING 3-7**

 **SPENDING AND SAVING 7-11**

And five shorter activities:

 **TAKE YOUR PICK**

 **THE GIVING PLEDGE**

 **SAM'S MONEY MISHAP**

 **MONEY BOXES**

 **GAMBLING**



These activities include suggestions for the classroom but also ideas for whole school learning.

Watch the first video clip at the start of the lesson, then use the Lesson Plan to explore the topics covered in more detail. At the end of the lesson ask the pupils to vote ready for the next clip in the following lesson.

The teaching materials have been designed to be flexible and adaptable for the children 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 lesson plans and activities map to the Financial Education Primary 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 pupils 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 pupils to discuss if they still think they made the 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: TO THE SEASIDE OR TO THE ZOO?

Max's grandmother has kindly given him **£40** for his birthday so he can go on a trip with his best friend Tia. That's £20 for Max and £20 for Tia! It's quite a lot of money, the most Max has ever been given, so it's a big decision and he needs help with choosing how best to spend it!

Remind pupils that they have practiced voting and explain that we are now going to put that into action by making a money decision for Max.



KS1 LESSON PLAN SPENDING AND SAVING

Discover how different people have different attitudes and feelings towards saving money and explore some basic ways we can manage our spending to help us save for something special.

Should Max go to the **SEASIDE** or to the **ZOO** ?

If you vote for Max and Tia to go to the **SEASIDE** follow the PINK route

**LET'S
VOTE!**

If you vote for Max and Tia to go to the **ZOO** follow the BLUE route.

SEASIDE

We voted for Max and Tia to go to the seaside!

They're having a fantastic time at the arcades, they didn't win a monkey toy from the claw-machine but they had a lot of fun trying! They're now excited to go and explore the seaside but they can't decide what to do next, should they go on the trampolines or buy ice-creams and eat them on the beach?

Spend: £10 on train tickets + £10 on arcade tokens

Remaining: £20

**LET'S
VOTE!**



KS2 ACTIVITY GAMBLING

Max and Tia didn't have much luck with winning a toy on the claw-machine. Find out about other types of gambling and how these risk-taking behaviours can impact our ability to manage our money wisely.

COMPETITION!

Max has special tokens to use in the arcades, these are made to look like coins but they're not actually real money. Help your pupils learn about the different design features on coins and notes, they can even create their own currency and enter it into this year's competition!



Should they go on the

Trampolines or buy ice-creams ?

Trampolines

We voted for Max and Tia to go on the trampolines!

Max and Tia jumped for a full hour and now they're quite tired! It's sadly time to go home, the ice-cream shop is on the way to the station though and they would love one, it might help cool them down after all that exercise.

The only thing is Max doesn't have enough money to buy the ice-creams, his mum's offered to lend him the money but then he'd owe her money and wouldn't have any money left over for his savings.

Spend: £18 Remaining: £3

Should Max buy ice-creams – yes or no?



KS1 ACTIVITY MONEY BOXES

Max realises that jumping on the trampoline with his money in his pocket wasn't the most sensible of ideas. Explore some better places to keep money safe by making creative money boxes.

**LET'S
VOTE!**

Buy ice-creams

We voted for Max and Tia to buy ice-creams!

Max and Tia have really enjoyed their ice-creams, they both agree, the chocolate flavour was the best!

It's nearly time to go home but they've just spotted some really cute monkey toys in the beach gift shop. As they didn't have any luck winning a toy at the arcades, Tia would really like to buy one. Max isn't too sure though, because if he buys the toys he will have spent all his money.

Spend: £7 Remaining: £13

Should Max buy the monkey toys – yes or no?



KS2 ACTIVITY POCKET MONEY

Max is keen to save some of his birthday money to put towards a new game. Use the 'Pocket Money' Activity Sheet from Money-Matics: Exploring Financial Education in the Primary Mathematics Curriculum www.young-enterprise.org.uk/resources/money-matics-exploring-financial-education-in-the-primary-mathematics-curriculum/ to help pupils consider ways we can earn extra money to help buy something that we really want or a present for someone special.

YES

Buy ice-creams

We voted for Max to buy ice-creams!

Spend: £7

Max has spent ALL his money plus he now owes his mum money too. He's not too sure if he's happy with the money decisions he made...

Would you have made the same decisions?

What could Max do now if he really wants the new game?

Owe £5

YES

Buy toys

We voted for Max to buy the toys!

Spend: £13

Max has spent ALL his money, he's not sure if he's happy with the money decisions he made...

Would you have made the same decisions?

What could Max do now if he really wants the new game?

Remaining: £0

OR

NO

Don't buy ice-creams

We voted for Max not to buy ice-creams!

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

Would you have made the same decisions?

What could Max do with the money he has left over?

Remaining: £3

OR

NO

Don't buy toys

We voted for Max not to buy the toys!

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

Would you have made the same decisions?

What could Max do with the money he has left over?

Remaining: £13



CLASSROOM ACTIVITY TAKE YOUR PICK

Max isn't too sure if he's happy with his spending decisions. Use the Take Your Pick game to explore different feelings and attitudes towards spending.

ZOO

We voted for Max and Tia to go to the zoo!

Max and Tia are having a lovely time at the zoo, they've already seen so many animals and they were even able to get very close to some monkeys! They haven't got long before they need to leave and they're not too sure what to do with their remaining time and money!

They can either buy a monkey toy each at the gift shop or feed the meerkats, unfortunately they can't do both! Feeding the meerkats is a little bit more expensive but it will be an experience they won't forget!

Spend: £15 on zoo tickets. Remaining: £25

**LET'S
VOTE!**



COMPETITION!

In some countries, animal skins were used as early currencies. Use the My Money Week Competition materials to help your pupils discover what other unusual items were used as currencies!



Should they feed the

Meerkats or **Buy monkey toys** ?

Meerkats

We voted for Max and Tia to feed the meerkats!

Max and Tia loved meeting the meerkats, they were surprisingly cheeky – especially the one that kept on trying to eat all the food!

Max has a slight dilemma though, he's just realised he didn't buy the photo from earlier in the day that he had promised Tia. His mum has offered to lend him some money to buy the photo but that means he will owe his mum money and he'll have nothing left to go towards his savings.

Spend: £25

Should Max buy the photo – yes or no?



ACTIVITY SAM'S MONEY MISHAP

Max didn't plan his spending too well so he ended up not having enough money to buy the monkey photo for Tia. Use 'Sam's Money Mishap' to further the discussion about prioritising your needs and wants.

Buy Monkey Toys

We voted for Max and Tia to buy the monkey toys!

Max and Tia both love their monkey toys, they're glad they bought them. They'll be great reminders of a really funny day!

Whilst they were in the queue, Max saw a cute elephant keyring that he is certain his mum will love. He has just enough money left to buy the keyring but if he does it will mean he doesn't have any money left over from the day for his savings.

Spend: £12 + £10

Should Max buy the keyring – yes or no?



ACTIVITY THE GIVING PLEDGE

Max would really like to buy his mum a present, explore different ways that we can give that don't involve money and then create a whole school 'Giving Pledge'.

**LET'S
VOTE!**

YES

Buy Photos

We voted for Max to buy the photo!

Spend: £10

Max has spent ALL his money plus he now owes his mum money too. He's not too sure if he's happy with the money decisions he made...

Would you have made the same decisions?

What could Max do now if he really wants the new game?

Owe £10

OR

NO

Don't buy photos

We voted for Max not to buy the photo!

Max has spent ALL his money, he's not sure if he's happy with the money decisions he made...

Would you have made the same decisions?

What could Max do now if he really wants the new game?

Remaining: £0

YES

Buy keyring

We voted for Max to buy the keyring!

Spend: £3

Max has spent ALL his money, he's not sure if he's happy with the money decisions he made...

Would you have made the same decisions?

What could Max do now if he really wants the new game?

Remaining: £0

OR

NO

Don't buy keyring

We voted for Max not to buy the keyring!

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

Would you have made the same decisions?

What could Max do with the money he has left over?

Remaining: £3



CLASSROOM ACTIVITY TAKE YOUR PICK

Max isn't too sure if he's happy with his spending decisions. Use the Take Your Pick game to explore different feelings and attitudes towards spending.



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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