

ACTIVITY

1

CLASSROOM ACTIVITY 1 TAKE YOUR PICK

Financial Education Primary Planning Framework links:

I know I have choices about saving and spending my money **5-7**

I know that my needs and wants cost money and that they may be different to those of other people **5-7**

I understand that it may not be possible to have everything I want straight away, if at all **7-9**

Materials

- ✓ Pens
- ✓ Paper
- ✓ Take Your Pick cards

 **20 mins**

ACTIVITY

Take Your Pick is a fun classroom activity that will help your pupils explore different feelings and attitudes towards spending.

How To play...

1. Split the pupils into teams, between 3 and 5 pupils works best.
2. Each team should decide who goes first, they then pick two cards; one from the blue pile and one from the green pile.
3. All the pupils in the team read the cards and collectively decide whether to choose the **blue 'spend more'** option or the **green 'spend less'** option.
4. The team should keep a record of how many greens (spend less) and how many blues (spend more) they pick. Higher ability pupils can keep a log of how much they have spent.
5. Repeat the activity until all pupils have had a turn at picking cards from the piles.
6. When all pupils have had a turn, ask the teams to share their answers with the class, either the number of blues and greens they have picked or the total cost of their spend depending on ability.
7. The group with the lowest spend are the ones who prefer to spend less and the group with the highest are the ones who prefer to spend more.

Differentiation:

You may wish to set a budget for higher ability teams, tasking pupils with making spending decisions based not only on what they want, but also on what they can afford.

DISCUSSION OPPORTUNITIES

This game can be used to encourage pupils to talk through their spending decisions. Reinforce the message by ensuring that there are no right or wrong spending decisions.

You could discuss how people's spending choices are influenced by different factors. For example from a choice of two options, it may be that someone gets more enjoyment from the expensive option or someone may choose a cheaper option so that they can save money for something else.

Suggested questions to ask pupils:

- When you go out, who pays for different trips or activities?
- Would you have made different choices if you had used your own money to pay for the activities? If so, why?

- If you were to make cheaper spending decisions, what would you do with any money you have left?
- Are more expensive spending choices wrong?
- Can you think of any activities you enjoy which don't cost money?

Through discussion pupils will start to gain different perspectives on how people choose to use money and may even change their perspectives on the way they use their money.

NOTES

RESOURCE

TAKE YOUR PICK CARDS

BLUE CARDS: Would you choose to **spend more...**

Would you choose to **spend more...**



**buying a console game
to play by yourself?**

£40

Would you choose to **spend more...**



**going to a water park
with friends or family?**

£18.50

Would you choose to **spend more...**



**going to the cinema with
your friends or family?**

£15.50

Would you choose to **spend more...**



**going to a theme park
with friends or family?**

£28

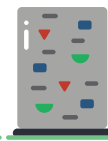
Would you choose to **spend more...**



buying a new book to read?

£12.50

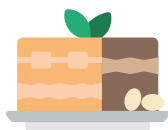
Would you choose to **spend more...**



**going to a climbing wall
activity centre with friends?**

£14.50

Would you choose to **spend more...**



**going out for cake
with a friend?**

£10

Would you choose to **spend more...**



**going to an indoor play
area with your friends?**

£5

RESOURCE

TAKE YOUR PICK CARDS

GREEN CARDS:

Would you choose to **spend less, or no money...**

Would you choose to
spend less or no money...



**going on a bike ride with
friends or family?**

£0

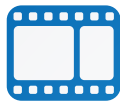
Would you choose to
spend less or no money...



**going swimming with
friends or family?**

£4.50

Would you choose to
spend less or no money...



**having a movie night at home
with your friends or family?**

£0

Would you choose to
spend less or no money...



**going to a fun museum
with friends or family?**

£0

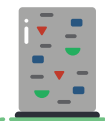
Would you choose to
spend less or no money...



**choosing a book
from a library?**

£0

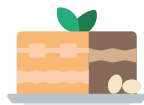
Would you choose to
spend less or no money...



**playing on the climbing wall
at the park with friends?**

£0

Would you choose to
spend less or no money...



**making a cake with your
friend at home?**

£3.50

Would you choose to
spend less or no money...



**going to the park with
your friends?**

£0

ACTIVITY

2

WHOLE SCHOOL ACTIVITY 2

THE GIVING PLEDGE



Financial Education Primary Planning Framework links:

I can name different ways money can be used e.g. saving, spending, giving **3-5**

I know why it is important to help others e.g. by donating to charity **7-9**

I understand why I might, or might not, want to give money to help others **7-9**

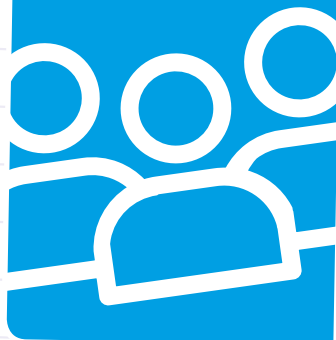
Materials

✓ Pens

✓ Paper

✓ Glue

ACTIVITY



This activity can help pupils explore the important role that 'giving' can play in our lives.

Create a 'giving' pledge where all pupils in the school agree to give something to someone, or to a cause of their choice, which **doesn't involve money**. For example, a pupil may choose to give their time to help someone, or give tennis lessons to a friend.

A great way to show this visually could be to display an outline of a large heart. Then, when a child has demonstrated they have completed an act of giving (at school or at home), give them a small paper heart. Pupils could write their giving action on their heart and add it to the display. Once the large heart is filled, the giving pledge will have been completed.

DISCUSSION OPPORTUNITIES



You could encourage discussions around different types of giving, for example charitable giving, giving money to a friend etc.

- What do you think is the value of giving?
- Does giving to charity always involve money?
- What do you think the benefits of giving are?
- Why might we choose to give?

ACTIVITY

3

WHOLE SCHOOL ASSEMBLY ACTIVITY 3 SAM'S MONEY MISHAP

Financial Education Primary Planning Framework links:

I know I can spend money in different places and on different things e.g. buying toys, treats, going on the bus **3-5**

I can explain the difference between something that I need and something I might want **5-7**

I know how to prioritise between needs and wants **7-9**



 **20-30 mins**

ACTIVITY



Reading this short story during an assembly is a great way to help pupils understand the importance of prioritising their needs and wants and can lead to a discussion around how people can manage their money wisely.

In Blackpool there lived a girl called Sam. Sam was in Year 6 at school and she lived with her Mum and pet cat named Felix. Sam had lots of friends at school and they loved playing out together. As they were becoming more responsible, everyone's parents agreed that Sam and her friends could take a trip together, without them, to the next town. The rules were that they had to stay together and get the 5pm bus home together. Sam and her friends quickly agreed to the rules. Sam's friend Kareena said that her Dad would drive the girls to the town, so they only had to worry about the bus fare home. Sam's Mum gave her £2.50 for her bus fare home and £10 spending money for the day.

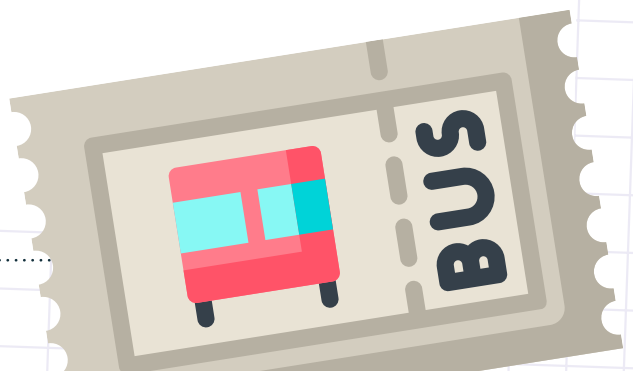
Sam and her friends were dropped off in the next town and they decided to go to the gadget shop. The shop was cool and had all sorts of amazing electronics. All of Sam's friends decided to buy something in the shop. One of Sam's friends had birthday money to spend and bought a remote-controlled robot. Sam didn't have as much money as the others, but was jealous of their purchases, so bought herself a keyring, which was also a light. The keyring cost Sam £4.

Next Sam and her friends went to find something for lunch. They stopped at a bakery and looked at the menu. It was £3 for a pie or sandwich, £1.50 for a drink and £1.50 for a cake. Most of Sam's friends were buying a sandwich, a drink and a cake. So, Sam did the same.

After lunch Sam's friends suggested going to a bowling place which had some virtual car ride games. Sam still had money left so she agreed to go. Sam paid £1 and had a turn on the car ride. She loved it so much that she decided to play again. Sam spent another £1 on the ride.

At the end of the trip Sam and her friends were ready to get the bus home. They were all proud of themselves for listening to their parents' rules. They'd stayed together and they were getting the 5pm bus home together as promised. As the bus pulled up, Sam and her friends got out their money. The bus ride was £2.50... Sam panicked, she didn't have enough money for the bus and none of her friends had any cash to lend her.

Sam did not plan her spending. She wasn't able to get the 5pm bus home with her friends. She ended up having to call her mum who came and picked her up, her mum wasn't happy though and now she's not sure if Sam is responsible enough to go out again by herself...



DISCUSSION OPPORTUNITIES

Encourage pupils to share their thoughts on what Sam could have done differently. How could Sam have ensured she had enough money for the bus fare home?

Talk about the difference between needs and wants and discuss why it's important to make sure our needs are met before our wants.

If you wish to extend this activity, you could discuss influences on spending and saving decisions such as peer pressure and pupils' thoughts on others having more money than they do.

EXTENSION

Needs and Wants activities

You could use 'What can we use our money for?' from the LifeSavers Five Big Questions About Money resource to explore needs and wants in more detail.

www.lifesavers.co.uk/classroom-resources



NOTES

ACTIVITY

4

KS1 CLASSROOM ACTIVITY 4 MONEY BOXES

Financial Education Primary Planning Framework links:

I can choose a safe place to keep my money e.g. money box, purse **3-5**

I can choose a suitable place to keep my money safe, and explain why **5-7**

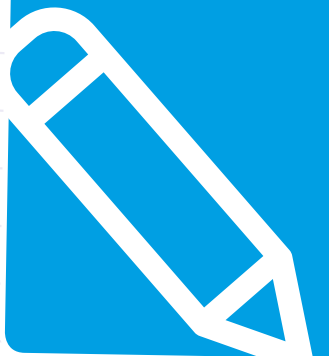
I know I can save my money to use later instead of spending it all now **5-7**

Materials

- ✓ Pens
- ✓ Paper
- ✓ Glue
- ✓ Crafting Materials



ACTIVITY



To help pupils understand how to keep their money safe, they could design and create personalised money boxes.

Encourage pupils to be creative in their designs and use of materials, why not consider papier-mâché or recycled items like old jam jars or biscuit tubes. The more unusual the better!

We would love to see your money boxes, so feel free to share your creations using our My Money Week hashtag: **#MyMoneyWeek**

DISCUSSION OPPORTUNITIES



Pupils could consider the following questions when creating their money boxes...

- How will the box close so that the money is secure?
- How will the box open when you wish to count your savings?
- Does the money box need to be broken to collect the money inside?

Once the money boxes are made, ask the pupils:

- Where will you keep your money box?
- How often do you plan to put money in your box?

ACTIVITY

5

KS2 CLASSROOM ACTIVITY 5 IS THIS GAMBLING?

Financial Education Primary Planning Framework links:

I know that the decisions I make about saving and spending my money can be influenced by, and have an impact on, other people **7-9**

I know that some things are better value for money than others **9-11**

I understand why making informed decisions will help me make the most of the money I have **9-11**

Materials

- ✓ Blank paper
- ✓ Colouring pens
- ✓ 'Is this gambling?' cards

 **20-30 mins**

DISCUSSION OPPORTUNITIES

Gambling can be a sensitive topic for young people, be mindful when discussing this area that some of your pupils may have had direct experience of the consequences of gambling.

With this in mind, this activity is not designed to promote any particular stance on gambling, the aim is to explore what risk-taking behaviours we consider as gambling and how these behaviours may impact our ability to manage our money.

To start your pupils thinking about gambling, it may be helpful to show them this short film:

www.bbc.co.uk/newsround/44736452

To provide context, you could also write this definition of gambling from the BBC Newsround website on the board.

You may wish to deliver the 'Is this gambling?' activity first though, to find out what the current level of understanding is among your pupils then use the short film to generate further discussion.

Information for teachers

You can find further information about gambling here:

www.gamblingcommission.gov.uk

<https://about.gambleaware.org/education/resources>



'Gambling is when you risk money (or something of value) in a game or a bet in the hope of winning money or a prize.'

ACTIVITY

Most children in the UK will be exposed in some way to gambling even if they do not take part in gambling activities themselves.

This activity is designed to help pupils explore ideas around gambling, in particular it will help them understand what type we class as 'gambling' and those that don't. Developing an understanding of gambling can help pupils make informed financial decisions.

Introduce the activity, 'Is this gambling?'

As a class, choose an action card and decide whether the action on the card is 'gambling' or 'not gambling'. Move the card under the chosen heading. You could write this on the board or create a virtual drag and drop activity using an electronic whiteboard.

Then working in small groups, ask the pupils to choose which of the action cards they think constitute as 'gambling' and which are 'not gambling' and place them in two sets under the two corresponding headings.

Once all the cards have been matched, return as a class and discuss the answers. At this point, iron out any misconceptions about what gambling is or isn't.

Ask the class if they can think of any other examples of gambling?

To summarise the learning from the lesson, return to the definition of gambling and explain how all the examples of gambling explored today require a person to take a risky action in the hope that they will win something.

With all types of gambling it is impossible to know for sure if you will win something or lose something and games of risk are purposefully designed so that the chances of you winning something are much lower than you losing.

EXTENSION

For higher ability pupils you could extend this activity...

Task them with matching the age limits to the different action cards using the three additional headings provided: '16', '18' and 'NO AGE LIMIT'.

Discussion could be further developed by asking the following questions:

- Why do you think these age restrictions apply?
- Do you think that when you gamble, you are taking a risk?
- Do you think people who gamble like taking risks?
- Do you think that gambling affects how we manage our money?

RESOURCE

IS THIS GAMBLING?

GAMBLING ACTIVITY CARDS



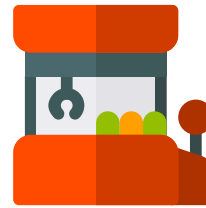
Placing a bet that your favourite sports team will win a game



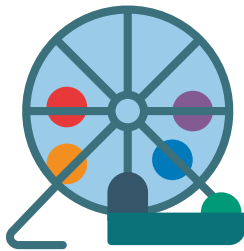
Playing card games online to win money



Playing games at a casino



Playing on a claw machine in the arcades



Playing the National Lottery



Betting your best friend £5 that you can run faster than them



Buying raffle tickets to win a prize

RESOURCE

IS THIS GAMBLING?

NOT GAMBLING ACTIVITY CARDS



Winning a prize at sports day



Buying add-ons in online games



Voting on a class reward



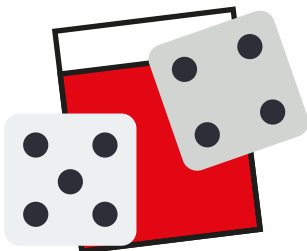
Winning house points at school



Entering an art competition to win a prize



Entering a free competition on the TV to win a holiday



Playing Monopoly

RESOURCE

IS THIS GAMBLING?

EXTENSION ACTIVITY CARDS



YEARS OLD



YEARS OLD

**NO
AGE LIMIT**

RESOURCE

IS THIS GAMBLING?

ANSWER SHEET

GAMBLING	NOT GAMBLING
Playing bingo to win money or prizes	Winning a prize at sports day
Playing games at a casino	Buying add-ons in online games
Playing the National Lottery	Voting on a class reward
Buying raffle tickets to win a prize	Winning house points at school
Playing card games online to win money	Entering an art competition to win a prize
Placing a bet that your favourite sports team will win a game	Entering a free competition on the TV to win a holiday
Playing on a claw machine in the arcades	
Betting your best friend £5 that you can run faster than them	

18 YEARS OLD	16 YEARS OLD	NO AGE LIMIT
Playing bingo to win money or prizes	Playing the National lottery* The National Lottery is an exception, most other lotteries are restricted to 18 and above. The UK Government are currently considering whether to raise the age limit for the National Lottery to 18.	Playing on a claw machine in the arcades
Playing games at a casino	Buy raffle tickets to win a prize* Will depend on the terms and conditions of the organisation holding the raffle, some are 18 and above.	Betting your best friend £5 that you can run faster than them
Playing card games online to win money		
Placing a bet that your favourite sports team will win a game* If you go to a betting shop or place the bet online. There's no age limit if you make a bet with a friend or family member though.		

*You can access further information about legal ages and how gambling is regulated on the Be Gamble Aware website: www.begambleaware.org