



Guidance notes to prepare for your session

‘It’s my choice!’

Suitable for 11-14 years

This material is intended for information purposes only and does not constitute advice or a recommendation.



LLOYDS BANK

Using this guide to deliver financial capability in a face-to-face setting

This guidance has been prepared to support you with helping young people learn about money.

You can use the resources with young people in a school or a less formal face-to-face group setting. You may, for example, be working with young people in a youth group or centre, in a care setting or perhaps as part of a scout or girl guide group.

Developed to use with young people aged 11-14 years, these activities are:

- **Fun and engaging**, enabling young people to share their ideas about money and learn from the experiences of others.
- **Easy to access**, with a lot of different things to discuss, think about and to do.
- **A complete package** providing all the resources you will need.
- **Flexible**, offering alternative approaches to deliver the activities depending on the needs of your group.

In this session, young people will learn about financial products and how they might use them to manage their money. They will also learn that managing money online has associated risks, and the steps they should take to keep personal information safe.

Our relationship with money is developed through childhood and adolescence. Financial wellbeing means having the confidence and knowledge that you are in control of your money - you can manage your day to day living expenses as well as planning for the future and being able to cope when the unexpected happens.

It's my choice!

Four activities to engage young people

The activities have been designed to be age-appropriate and as inclusive as possible. For those that may require some further adaptation, alternative ways of delivering the activity for differing learning needs are detailed when required. You may wish to further amend and adapt the activities to suit the needs of specific groups.

'My Money'

A DISCUSSION ACTIVITY

In this activity, young people will share ideas about money. It allows them to discuss what they like and dislike spending money on. You'll consider other things that they might do with their money.

'Making money choices'

DEFINITION CHALLENGE

This activity introduces financial products that young people might use now or in the future. They'll learn about what some of these products do (or don't do). They'll also consider their pros and cons. This will help them make choices depending on needs and circumstances.

'Staying safe with money in a digital world'

A DECISION-MAKING ACTIVITY

This activity looks at how we can keep our money safe in a digital world. They will identify some ways to protect themselves, both now and into the future.

'Two, four, six!'

A THINKING AND REFLECTING ACTIVITY

In this activity, they will think and reflect on what they have learnt across the whole session. There is guidance provided to help you to do this.

Learning outcomes

By the end of the session, young people will:



Be able to identify different ways in which they can use their money, including what they like to spend their money on.



Know the benefits and risks associated with some financial products.



Be prepared to assess simple financial products against their needs.



Have the ability to take steps towards protecting their money and identity in a digital world.

If you are delivering in a school setting, the activities can link to several areas of the curriculum:

Personal, Social and Health Education (PSHE):





- To assess and manage risk in relation to financial decisions that young people might make.
- To be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices.

Citizenship:

Preparing young people to take their place in society as responsible citizens, manage their money well and make sound financial decisions. For example:

- The functions and uses of money.
- Managing risk.

In other settings, the content could contribute to vocational, core and life skills learning:

-  Understanding our attitudes and behaviour.
-  Assessing future needs.
-  Making informed decisions.
-  Understanding risk.

Guidance notes

Session resources – you will need:

Print off and prepare the following:



The PowerPoint Presentation

This contains all the slides for the session.

*We suggest you view the **PowerPoint** in advance.*

You may need to 'click' to access the different stages of the slide animation.



Resource Sheets

Resource Sheet:
Money choice bingo cards

Print one set.

Resource Sheet:
Financial products information

Print one copy for each person in the group and one copy for yourself.

Resource Sheet:
Staying safe with money activity cards

Print one set and cut up into cards.

Resource Sheet:
Staying safe with money information sheet

Print one copy for yourself.



Certificate of Achievement

(Optional)

A completion certificate, alongside some further activities to do after the session, that can be shared with children.

Paper and pens



5 MINUTES

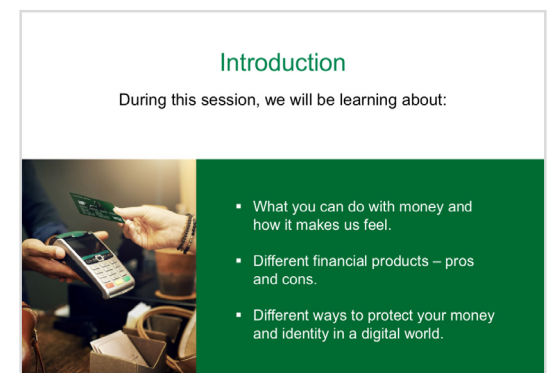
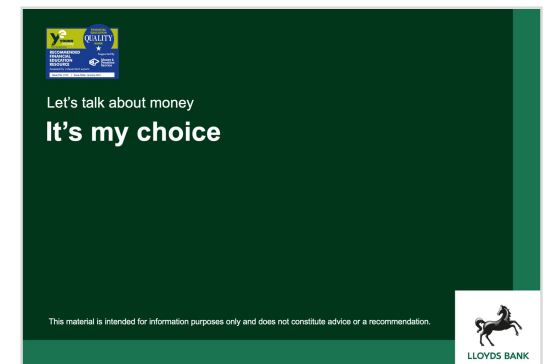
Introduction

Use **slide 1** to introduce yourself if required.

Use **slide 2** to explain what the group will be learning about.

YOU WILL NEED

✓ **PPT slides 1 and 2**





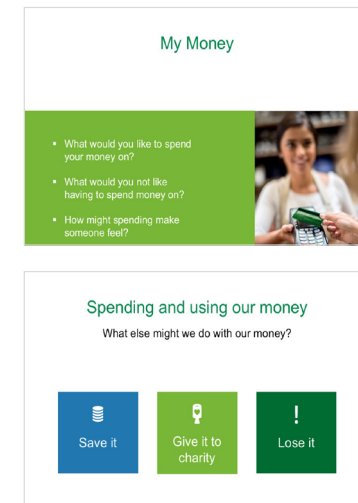
10 MINUTES

My money

This activity will get young people to think about money and how they spend or use it.

YOU WILL NEED

✓ PPT slides 3 and 4



✓ Paper and pens



My money

Using **slide 3**, start by asking the group to think about the money they spend.

Split them into groups of three or four. Give each group a piece of paper.

Ask:

 **What do you like to spend your money on?**

 **What do you dislike having to spend money on?**

 **How does spending make you feel?**

Explain that they should divide the paper into three columns and record their thoughts for each of the three questions in the columns.

There are no right or wrong responses. These questions are all about how they feel and think about money, and what they like or dislike about spending it.

Share some of their ideas with the whole group.

Look for answers that are about feelings, e.g. happy, excited, pleased, lucky, sad, scared, worried.



If you feel comfortable doing so, share your own experiences about how spending money makes you feel. For example, you may be happy when it's something you really want, or sad when it's something you'd rather not spend your money on, such as car repairs.

Explain that spending our money can create all sorts of feelings, depending on how much money we have, the choices we need to make and the reasons we need or want to spend.

CONTINUED ➔



My money

Explore other things we might do with our money apart from spend it.

Using **slide 4**, ask:

? What else might you do with your money?

Possible answers: save it, give it to charity, invest it, lose it!

? Why would you choose to save money?

Possible answers: for the future – college, university, buying a car, to enable them to buy something which costs a lot.

? Why do people give to charity?

Possible answers: to help others, to make a difference.

? How does saving, giving or losing money make you feel?

Possible answers: expect a range of answers here, happy, proud, safe, sad.

Remember to have money to spend, save or give, we need to look after it.



20 MINUTES

Making money choices

These days, there are lots of financial products available that we can use to manage our money and look after it more effectively.

This activity enables young people to explore these products and how to decide which ones they might use.

Alternative ways of delivering this activity:

- 1) Discuss the **Resource Sheet - Money choice bingo cards** together and see if you can come up with an agreed definition for each one. You can use the information sheet to support you in doing this.
- 2) Ask the group to:
 - Pick two of the terms you have on your bingo sheet. Why might they be of use? When might they be appropriate to use?
 - Write down or share some possible pros and cons for each of the two terms.

Discuss some of their ideas as a group.

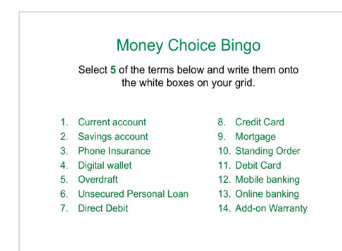
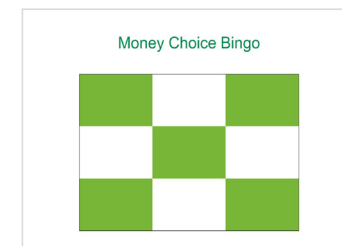
Explain to the group that there are lots of different financial products. They will need to make choices depending on their needs and circumstances.

Remember needs may change, so your choices might too.

Share the **'Resource Sheet - Financial products information'** for them to take away.

YOU WILL NEED

- ✓ **PPT slides 5 and 6**



- ✓ **Paper and pens**

- ✓ **Resource Sheet - Money choice bingo cards**

- ✓ **Resource Sheet - Financial products information**



Making money choices

Start by explaining that they are going to play a game which will introduce them to different types of financial products. They may have already heard of some, but others they may not recognise.

To run this activity, you will need the **'Resource Sheet - Money choice bingo cards'** printed and cut up.

- You will also need a copy of the **'Resource Sheet - Financial products information'**.
- Put the cards into a small bag or a large envelope. If you would like, you can choose to give a small prize to the winner – this could be a little bag of sweets or a pen, for example.
- Give each young person a piece of paper.
- Ask them to copy the grid on **slide 5** onto their piece of paper.
- Ask them to select five terms from the list on **slide 6** and write one in each of the white boxes on their grid.

- Check that they all understand the rules of the game:
 - A card will be selected from the bag/envelope and shared. (You could ask members of the group to do this).
 - If they have that term on their grid, then they should cross it out.
 - The first person to cross out all of the items on their grid shouts 'Bingo!' and wins.

As each term is read out, ask:



Do you know what the term means?

Briefly discuss the term with them – you can use the **'Resource Sheet - Financial products information'** to help you do this.

Once the game is over, go through any remaining cards and make sure they understand each term.



If you are comfortable doing so, you could share some of your experiences with one or two of these products.



10 MINUTES

Staying safe with money in a digital world

This next activity allows young people to explore what they know about fraud and identity theft, and how to protect themselves against it.

Alternative way of delivering the activity:

- Ask everyone to draw a line across the middle of some paper or on a laptop/tablet from one side to the other.
- The right-hand end of the line is safe.
- The left-hand end is unsafe.
- As you share each statement, they need to decide how safe or unsafe it is.
- They will then mark on the line where they would position it. As there are six statements, it might be helpful to number them 1 – 6.
- Discuss the statements one at a time using the **'Resource Sheet - Staying safe with money information sheet'**.

YOU WILL NEED

✓ PPT slides 7

Staying safe with money in a digital world

This activity is about deciding what's **SAFE** or **UNSAFE** in the digital world.

UNSAFE ————— SAFE

- Imagine a line going from one side of the classroom to the other.
- The right-hand side of the line is **SAFE** and to the left is **UNSAFE**.
 - You are going to hear six students read out a statement.
- As a class you need to decide how safe or unsafe each statement is.
 - You then need to help position the student on the line. Do this by telling them 'safer' – student should move towards the right, or less safe – student should move towards the left.

✓ Paper and pens

✓ Resource Sheet - Staying safe with money activity cards

✓ Resource Sheet - Staying safe with money information sheet



Staying safe with money in a digital world

Start by explaining that managing our money can be tricky. Sometimes we will need to recognise and avoid potentially unsafe/fraudulent situations, particularly in the digital world.

Explain to the group that they are going to decide if a situation is safe or unsafe.

Ask for six volunteers to stand in a group at the front of the room

Using **slide 7**, explain to the group:

- Imagine there is a line going from one side of the room to the other.
- The right-hand end of the line is safe and the left is unsafe.
- A number of statements are going to be explained to the group by the volunteers.
- As a group, they need to decide how safe or unsafe it is.
- They then need to tell the volunteer where they should stand on the line. It could be anywhere on the line depending on how safe or unsafe they think the statement is.
- The group can help position the volunteer on the line by telling them 'safer' (the volunteer moves towards the right) or less safe (they move towards the left).

Give each volunteer one of the cards from **'Resource Sheet - Staying safe with money activity cards'** and begin.

These statements are designed to generate discussion and reinforce how to stay safe with their money and personal details online.

Once the volunteer is in position on the line, discuss the statement as a group and ask for their ideas and opinions. Use the **'Resource Sheet - Staying safe with money information sheet'** to help inform the discussions.

Ask:



Would you like to change position on the line given what we have discussed?

You could ask them to share other ideas they have about staying safe.



If you feel comfortable, you could also share your own experiences of staying safe, for example changing passwords regularly, not using a public access computer to make financial transactions or accessing your bank account.



10 MINUTES

Two, four, six!

This is an opportunity for the group to think and reflect on what they have learnt from the activities.

Using **slide 8**, ask:

- Name **two** things that you have learnt today that you didn't know before.
- Give me **two** rules for helping to protect your money or identity online.
- What are **two** things you would tell a friend about staying safe online?

Finally...

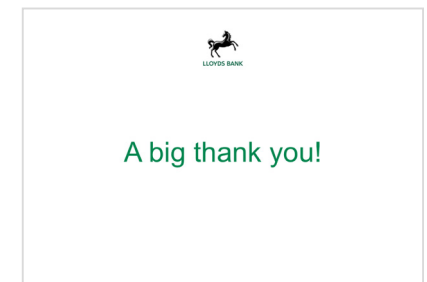
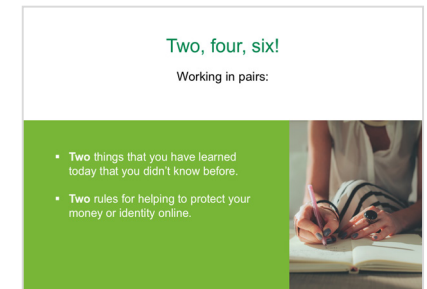
Use **slide 9** and thank them for contributing to the session.

Some extra things to do:

You can finish by giving them the **certificate of achievement** to show what they have achieved. This provides more activities to do and things to discuss, as well as some suggestions of where to find out more.

YOU WILL NEED

✓ PPT slides 8 and 9



✓ Printed certificate (optional)

