



Guidance notes to prepare for your session in a one-to-one setting

'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 one-to-one setting

If you are delivering this session to a young person, this delivery guide is here to support you.

You'll see from the other resources, such as the PowerPoint and resource sheets, that these activities have been designed with group delivery in mind (for example in a classroom setting). However, this guidance has been prepared so that you can use the same resources successfully with a young person, either at home or in another one-to-one environment.

The resources have been developed to use with young people age 11-14 years.

-  They provide a lot of different things to discuss, think about and do.
-  The activities don't require lots of extra materials – only things you may already have.
-  You will need access to the Internet and either a PC, laptop or tablet.

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 use with young people

There are PowerPoint slides to use with every activity and some other resources that you can view on screen or print off. For some activities, there may be suggestions on alternative ways to do them for differing learning needs.

'My Money'

A DISCUSSION ACTIVITY

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

'Making money choices'

DEFINITION CHALLENGE

This activity introduces financial products that they 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 now and into the future.

'One, two, three!'

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.

The resources you will need:



Laptop or tablet

The **PowerPoint presentation** for you to view together.

These are the slides to use with the activities.

Some slides may require you to skip or 'click' to access the different stages of the slide animation.



Resource sheets

These are other resources that you will need to view on screen, or you can print them off if you are able:

Resource sheet:
Money choice bingo cards

Resource sheet:
Financial products information

Resource sheet:
Staying safe with money in a digital world statement cards

Resource sheet:
Staying safe with money in a digital world information



Certificate of achievement

A completion certificate, alongside some further activities to do after the session.

Paper and pens

Completing the activities with young people will help them 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.



Assess simple financial products against their needs. They will consider some of the financial products they might need to make choices about and which they may use now or in the future.



Take steps towards protecting their money and identity in a digital world. They will learn how to recognise potential risks in the digital world.

These activities can also contribute to the school 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.



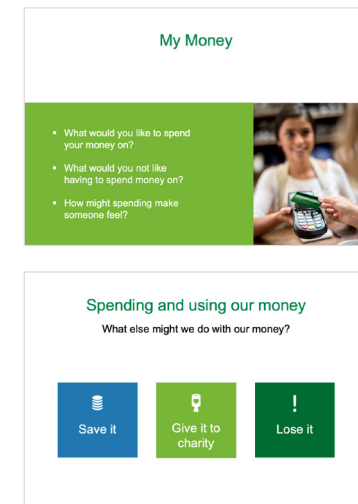
My money

This activity is about getting the young person to think about money and how they spend or use it.

YOU WILL NEED

✓ **Skip PPT slides 1 and 2**

✓ **PPT slides 3 and 4**



✓ **Paper and pens**



My money

Using **slide 3**, start by asking them about the money they may spend.

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?**

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

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.



My money

Using **slide 4**, you will explore other things we might do with our money.

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.

Explain that in order to have money to spend, save or give, we need to look after our money.



Making money choices

There are lots of financial products available that we might use to manage our money and look after it better.

This activity enables a young person to explore more about these products and how they might make choices about them.

An alternative way to do this activity:

Using the **'Resource Sheet - Money choice bingo cards'**, discuss the product cards together and see if you can come up with an agreed definition. You can use the **'Resource Sheet - Financial products information'** to support you to do this.

Or

Use the internet to search each financial product term from the **'Resource Sheet - Money choice bingo cards'**, and see what they can find out.

YOU WILL NEED

✓ PPT slide 6

Money Choice Bingo

Select 5 of the terms below and write them onto the white boxes on your grid.

1. Current account	8. Credit Card
2. Savings account	9. Mortgage
3. Phone Insurance	10. Standing Order
4. Digital wallet	11. Debit Card
5. Overdraft	12. Mobile banking
6. Unsecured Personal Loan	13. Online banking
7. Direct Debit	14. Add-on Warranty

✓ Plain paper and pens

✓ Resource Sheet - Money choice bingo cards (optional)

✓ Resource Sheet - Financial products information



Making money choices

Start by explaining that they are going to carry out an information challenge. This will introduce them to different types of financial products. They may have already heard of some, but they may not recognise others.

Using **slide 6**, show the list of financial products.

If you are able to, print a copy of the '**Resource Sheet - Money choice bingo cards**' and cut them up into 14 separate cards. Alternatively, you could write out the 14 products (from **slide 6**) onto paper and cut them up into cards.

You will also need the '**Resource Sheet - Financial products information**' – you can print this if you are able or view the it on a laptop or tablet.

- Put the cards into a small bag or a bowl.
- Explain that they'll pick a card and then they'll briefly explain the definition of that financial product.
- Use the '**Resource Sheet - Financial products information**' to confirm their answer, or to help them if they didn't know.
- If you are unable to print the bingo cards, you can just go through the different products on **slide 6**.
- Keep a tally of how many they get right. Can they score a perfect 14?

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Making money choices

You could also play together. To do this, you can each take a card and see if you can give a correct definition. You will need to complete the definitions before you check the information sheet to see if you are correct.

For each card, ask:



Why might this product be useful?



When might be the right time to use it?

They could write down the pros and cons of each product onto its card.



If you are comfortable doing so, you could share some of your own experiences of one or two of these products if you have them. For example, mobile banking allows you to access your bank account while you're on the move, a digital wallet allows you to keep all your payment cards in one place on your mobile phone, or you use your phone for contactless payments.

You don't have to use all the cards. You could select seven or eight to use for the challenge and then share the information for the rest from the information sheet.

Explain that there are lots of different financial products. They will need to make choices depending on their own needs and circumstances. Remember that needs may change, so choices might too.



Staying safe with money in a digital world

This next activity will allow them to explore what they know about fraud and identity theft, and how to protect themselves against it.

An alternative way to do this activity:

Give them a piece of paper and ask them to draw a line across the middle of the paper from one side of the paper 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 in a digital world information'**.

YOU WILL NEED

- ✓ **Plain paper and pens**
- ✓ **Resource sheet - Staying safe with money in a digital world statement cards**
- ✓ **Resource sheet - Staying safe with money in a digital world information**



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 young person that they are going to decide if a situation is safe or unsafe.

Print off a copy of the **'Resource sheet - Staying safe with money in a digital world statement cards'** and **'Resource sheet - Staying safe with money in a digital world information'**. Alternatively, you can view them on a laptop or tablet.

- Ask them to read each statement one by one, or you can explain them.
- Have a discussion about how safe or unsafe each one is.
- Ask them to rank them in order from most to least safe.
- Once they have decided the order, ask them to explain why that have ordered them in that way.

Use the **'Resource sheet - Staying safe with money in a digital world information'** to share the statements and help you have a discussion.

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Staying safe with money in a digital world

Then, ask:



Would you like to change the order you ranked them in given what we have discussed?

Give them the chance to do so, and then use the guidance notes to either explain they are right, or what the order should be and explain why.

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



You could ask them to share other ideas they have about staying safe. If you feel comfortable, you could share your own experiences of staying safe – for example changing passwords regularly and not using a public access computer for making financial transactions or accessing your bank account.



One, two, three!

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

This could just be a short conversation. We we have provided some questions you might like to use to give some shape to it.

Ask:



What is one thing you would tell a friend about staying safe online?



What are two things you've learnt today that you didn't know before?



Can you give me three rules to remember to protect your money or identity online?

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

- ✓ **Printed certificate** (optional)

