
Planning Framework Poster Supporting Activities

Key Stage 4 – by age 16

What would you like to do? – Comic capers

The Get Money Smart poster that you will have received (and can be downloaded here www.pfeg.org/GMSposter14-16) shows four money related things that a student could do before they reach 16 years old to help them on the way to becoming financially capable. We know that there are far more that the pupils themselves may have already done, or would like to do.



This activity is an opportunity for them to share with their peers and teachers - and **pfeg** would love to know too! Tweet with the hashtag #5thingstodo, e-mail us at 5things@pfeg.org, or even share a photo or video of your class!

Learning Outcomes

- For students to have considered what aspects of finance are most important to them
- To understand how finance plays an important part in people's lives

Activity

- Refer to the poster and discuss the first four 'things to do before you are 16'. Have any of the students already done these? How could doing each one help with their money management skills?
- In small groups ask students to consider other money related things they might have done or want to do by the age of 16 that would help their money management skills. Each student should make their own list.
- Each student should choose their most important 'to do before' and represent this as a comic strip. This should show themselves, or another character, completing the 'to do before' action and the skills that they have gained from doing it.
- These comic strip outcomes can be really useful as a piece of student voice showing the financial areas that are most important to your students, and could be used in conjunction with the secondary planning framework to plan a series of sessions to cover these topics.
- Don't forget- we'd love to see what they come up with too!



Keeping it safe (PSHE)

Key Stage 4

Learning Outcomes

- To be able to approach financial transactions safely
- To appreciate the consequences of identify fraud

Activity

- Explain that over 7% of the UK population have been victims of fraud, with the average victim losing £1,190. Discuss any types of fraud that the students have heard of. These may include; fake emails, card skimming, fake phones calls, stealing of personal information to take out loans.
 - Ask students to work in groups of three and provide each group with three A3 pieces of paper.
 - Display the situations below and ask student to write one situation on the middle of each piece of paper. For each of the situations groups should identify three steps that they could take to make sure they were staying safe. They should add these onto the A3 sheet for each situation, adding a symbol that could represent the keeping safe action.
- Using a cash machine
(never keep your PIN with your card, cover your PIN number, check out the machine for anything that looks odd, make sure no one is too close to you)
 - Paying with a debit card
(cover your PIN number, there should be no need for anyone to take you card away from you, make sure no one is too close to you)
 - Using internet banking
(look for the secure https:// at the beginning of the webpage, try not to use public computer to access your online banking and if you do delete the history, never reply to emails asking for you security details – banks will never ask for these.
- The resulting sheets could be used to make a display for the rest of the students in school reminding them of how to stay money safe. Of course, we would also love to see any of the finished posters too!



Cost of living independently (PSHE/Maths)

Key Stage 4

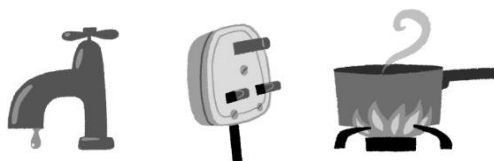
Learning Outcomes

- To appreciate the realistic costs of everyday living
- To consider how everyday living costs could be reduced

Activity

- Explain that along with the freedom of living independently come the responsibilities of the cost associated with it. Write the figure £854 and ask students to guess what this represents. It is actually the average monthly rent paid in the UK. Ask students to come up with costs other than rent that they might have to pay if living on their own. Record the answers.
- Review the answers to see if they include the six different living costs shown below, and highlight these for the students. Display the average costs shown below, but mix up the order (they are in the correct order below) and ask students to work in small groups to try and work out which average yearly cost goes with which living expense:

Running a car	£3,107
Food	£4,472
Gas	£604
Electricity	£853
Water	£388
TV license	£145.50



- Take feedback from the groups. What do they feel is the most expensive average cost? Which is the cheapest? Reveal the correct costs and see how well students had guessed. Where there any surprises?
- Explain that the figures are the UK average, meaning there will be people who spend more and people that spend less than these. Can students come up with ways in which the costs could be reduced? This could be in the form of a booklet to parents highlighting how some everyday costs could be reduced.

Work fair (Citizenship)

Key Stage 4

Learning Outcomes

- To know that a minimum wage exists for everyone in the UK aged over 16
- To appreciate the reasons that a minimum wage exists

Activity

- Ask students to discuss in pairs how much per hour they would be willing to work for when they are 18. They should consider the number of hours a person might work per week and how much they would make in a week.
- Once pairs have agreed on the hourly rate they should write down three reasons that they believe their hourly rate is appropriate for an 18 year old.
- Compare the hourly rates the students have come up with to the actual government minimum wage figure for an 18 year old. The 2013/14 minimum wage figures are:

- Under 18 £3.72
- 18 to 20 £5.03
- 21 and over £6.31



- Consider the differences between the student's hourly rate for an 18 year old and the minimum wage figure. Is it more or less than expected? Do they think they could manage on the minimum wage for an 18 year old?
- Ask students to work in pairs to mind map the advantages and disadvantages of having a minimum wage. Highlight that many people earn above the minimum wage, but it is there to prevent people earning below it. Take feedback on the advantages and disadvantages and then decide as a group whether the minimum wage should be:
 - kept as it is
 - increased
 - decreased
 - abolished



Download posters and activities for other age ranges at www.pfeg.org/GetMoneySmart