
Planning Framework and poster supporting activities

Key Stage 2 – by age 11

What would you like to do? – Goal wall

The Get Money Smart poster that you will have received (and can be downloaded here www.pfeg.org/GMSposter7-11) shows four money related things that a pupil could do before they reach 11 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 pupils to have identified the areas relating to money that are most important to them
- To understand how finance plays an important part in peoples' lives

Activity

- Refer to the poster and briefly discuss the first four 'things to do before you are 11'. Have any of the children already done these? How could doing each one help with their money skills?
- In small groups ask pupils to think about other money related things they might have done or want to do by the age of 11 that would help their money skills. Each pupil should make their own list.
- Each pupil should choose their top 'to do before' and write this onto a sticky note. If possible create an area in the classroom to become the 'Goal Wall'. Ask pupils to being up their sticky note and stick it onto the 'Goal Wall'.
- The completed 'Goal Wall' can be a really useful piece of pupil voice showing the money topics that are most important to your pupils, and could be used in conjunction with the primary planning framework to plan a series of sessions to cover these topics.
- Don't forget, we'd also love to see the results!



Overseas bargain hunt (Maths)

Key Stage 2

Learning Outcomes

- To be able to convert foreign currencies into Sterling
- Able to make comparisons between prices to decide what is 'best value'

Activity

- Show pupils an image of a popular gaming device such as a Nintendo 3DS or a PSP. Explain that they will be exploring the cost of this across three different countries – UK, USA and Canada. Do pupils know the currencies used in each of those countries?
- Find the chosen product on a UK website (if you have the facilities pupils could work at their own PCs or laptops). Pupils should make a note of the cost.
- Now go to a United States site. Find the same product and make a note of its cost (this will be in dollars). Do the same for a Canadian site.
- Provide pupils with the appropriate exchange rates and ask them to work out which country is selling the product the cheapest.
- This could be repeated using different products to extend the activity
- Although it may be cheaper to buy from other countries, discuss some of the disadvantages (there will probably be high postage costs, it may take a lot longer to arrive, it could be more difficult to get your money back if the product is faulty or does not arrive at all)



Is it all about what you earn? (PSHE)

Key Stage 2

Learning Outcomes

- To understand that some jobs pay more than others
- To begin to consider the reasons that some jobs pay more than others

Activity

- Ask pupils to work in small groups and provide each group with a set of ten images showing different jobs. Try to include a footballer, actor, refuse collector and police officer, but the remaining five can be any you like (a teacher can be interesting!)
- Ask pupils to put the jobs into an order of how much you would be paid. The highest paid job would be at the top and the lowest paid job at the bottom. Take some feedback from groups and make a note of the jobs that the pupils thought earned the most and those that earned the least.
- Now ask pupils to reorder the jobs, but this time into how important the jobs are for society. The most important job to society would be at the top and the least important at the bottom. Again take feedback from the groups and note those ranked highest and lowest.
- It is usually the case that those jobs which pupils class as earning the most they also rank as the least important to society and vice versa. Discuss why this might be. Does it come down to the skills needed to do the job?



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