

One hour and counting

Delivering a short INSET session for teaching colleagues

Do you want to get other colleagues involved?

Have you tried some personal finance in your classroom and seen how motivating it can be for pupils?

Are you responsible for co-ordinating personal finance education in your school?

Here are some practical ideas for how to use the materials in this book to run a one-hour INSET session with colleagues, designed to inspire them and help you start planning the implementation of personal finance education across your school.

You'll find everything you need in this book, on the DVD and on the **pfeg** website. Select from the activities below.

1 Discussion activity

Your opening activity needs to highlight the important role money plays in all our lives, and explain why financial capability is important. Read 'What is Financial Capability?' in the introduction of this book to help you prepare, and use one of the following activities:

- A Final Note (page 74) – to get teachers to think about how they would spend £20, and how their choices may differ from those of their colleagues.
- Agree/disagree/don't know (page 47) – to explore our attitudes to money in different circumstance. Make up your own statements that are appropriate to adults, such as:
 - I always know how much money I have in my bank account.
 - Credit cards are the best way to make purchases.

- Emotions Ball (page 47) – to help explain how money affects our feelings, making us happy sad, worried, and many other emotions.

Use the group's responses to:

- explore how we use and think about money, and how it makes us feel
- reflect on the fact that we all have different views about money
- understand that we all make different choices about what to do with money.

2 What is personal finance education?

- In groups, discuss what a financially-capable child might know and understand about money at ages 7 and 11. Ask the groups to write their responses on a large piece of paper.
- Ask the groups to compare their ideas with the *Learning About Money Primary Planning Framework*, included with this resource.

- Ask them to feed the results back to the main group and then, as a whole group, discuss what is appropriate for pupils of different ages at your school.

3 What might it look like in the classroom?

Show the *What Money Means* DVD (included in this resource) and ask the group if they saw anything that:

- particularly inspires them
- matches their ideas of a financially capable child
- they could adapt to use in their classroom.

4 Planning: what could you do?

Give your colleagues an opportunity to plan some personal finance education. They can work individually or in age/key stage groups. Provide them with a selection of activities from the Classroom Activities, Curriculum Subjects and Dimensions, and Whole-School and Other Approaches sections of this book. You will also find useful materials in the assessment booklet that accompanies this resource.

Classroom challenge

Plan something quick – a one-off lesson. This book contains lots of ideas that can be used to develop a simple lesson.

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Plan something integrated – add the personal finance dimension to an existing topic or subject. Have a look at the 'how about' ideas in the Curriculum Subjects and Dimensions section.

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Plan something bigger – a series of lessons, or money as a topic in its own right. As well as using ideas in this book, the assessment booklet that accompanies this resource contains examples of how other teachers have gone about this.

Whole-school challenge

Find out what pupils already know about money – you may be surprised. Use the 'Pupil Moneyfest' example on pages 54-55 or get some ideas for baseline assessment activities from the assessment booklet that accompanies this resource.

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Identify the gaps in your current provision by using the *Learning About Money Primary Planning Framework* and the Curriculum audit tool [see page 11] to help you and your colleagues map personal finance across the school curriculum.

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Agree how parents, volunteers and the local community can be involved – look at the ideas in the Whole-School and Other Approaches section of this book.

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Plan a whole-school initiative or a Money Week that involves pupils throughout the school.

