

Get Real with money develops financial capability and life skills in secondary students and covers learning objectives within the UK financial education curricula. The resource spans six episodes each comprising a short film, a dynamic teacher's presentation, PDF worksheets, and a flexible lesson plan (30, 60 or 90 minute sessions or combine to use on a curriculum/enterprise day).

EPISODE 1

Using the common theme of preparing for a school prom, this episode introduces the three main characters and sets the scene for some tough budget decisions. Your students will meet Ben, Rio and Amber and help Ben focus on what's important, i.e. the difference between a 'need' and a 'want'. By the end of this episode, students will have improved upon their understanding of value for money, reinforced by making decisions based on real-life scenarios.

LEARNING OBJECTIVES

- ▶ Students will have a better understanding of value for money and the concept of budgeting.
- ▶ Students will be able to prioritise spending and identify and recommend different ways of saving money.
- ▶ Students will be able to define banking terminology ([extension activity](#)).

CURRICULUM LINKS

11-14 years

- ▶ The functions and uses of money.
- ▶ The importance and practice of budgeting, and managing risk.
- ▶ Use mathematical knowledge to solve problems within and outside mathematics, including financial mathematics and mechanics.
- ▶ Personal and emotional aspects of financial decision-making.
- ▶ Transferable life skills.

14-16+ years

- ▶ Reason mathematically by following a line of enquiry.
- ▶ Use mathematical knowledge to solve problems.
- ▶ Develop conceptual understanding.
- ▶ Income and expenditure.
- ▶ Savings and pensions.
- ▶ Financial products and services.
- ▶ Personal and emotional aspects of financial decision-making.
- ▶ Transferable life skills.



LESSON BREAKDOWN	TIMING	INSTRUCTIONS
<p>Introduction Slides 1-3: Meet the characters Slide 4: Learning Objectives Slide 5: Play film</p>	5mins	<ul style="list-style-type: none"> ▶ Introduce the characters and learning objectives using slides 1-3. ▶ Use the film as a group discussion tool: <ul style="list-style-type: none"> - What are their thoughts? - Do they think it is realistic? - What would they do?
<p>The Budget Slide 6: Where Ben went wrong</p>	5mins	<ul style="list-style-type: none"> ▶ Look at Ben's prom choices and notice that the budget he has is £120. ▶ Explain the concept of 'Needs and Wants' and discuss what Ben might need to consider when planning for the prom, for example: his ticket, travel, what to wear, something to treat Amber? Which of these are needs/wants.
<p>Costs Involved Slide 7: Drag & drop spending PDF 1a & 1b: Prom Design & Budget</p>	20mins	<ul style="list-style-type: none"> ▶ Look at the options available for Ben's prom spending. Ask the class to choose an option in each row and drag the image into the corresponding box to make a selection. The total will increase to show how much is spent. May need to swap choices to come under the £120 budget. Text will turn red over £120. ▶ Use the Prom Design & Budget Worksheets, asking students to draw their ideal prom outfit. Then list all the expenses they can think of connected to going to a prom. <ul style="list-style-type: none"> - If they had no budget restrictions what would they choose and how much would it all cost? - Are they surprised at the total cost? Is it value for money? ▶ Now tell the students they need to stick to the same budget as Ben: £120. What changes are they going to have to make? Have they managed to stay within the budget?
<p>Savings Advice PDF 2a: A-Z Saving & Making Money - Suggestions PDF 2b: A-Z Saving & Making Money - Worksheet PDF 2c: A-Z Saving & Making Money - Suggestions - Definitions (x3) Slide 8: A-Z answers grid</p>	25mins	<ul style="list-style-type: none"> ▶ Explain that fundamentally budgeting for most people means <u>increasing income</u> and <u>decreasing expenditure</u>. Ask the students to think of ideas for saving or making money, one idea for each letter of the alphabet. E.g. C = Car boot sale (making money) or Coupons (saving money). Refer to Slide 8 for suggestions (click each letter to reveal a suggestion). PDFs 2a and 2c offer suggestions and definitions. ▶ To enable students to work peer-to-peer, they work in pairs for this activity and tell each student they are a 1 or a 2. Students write their ideas down on PDF 2b A-Z Saving & Making Money - Worksheet. When the pairs have completed the task, tell the number 1s to stand up and move to the next table. This will ensure that ideas are shared among the group. ▶ Refer back to the film. Ask the students to think about a friend in a similar situation to Ben. What advice would they give them with regard to short-term and long-term savings, and the pros and cons associated with both? Give the students time to discuss and write down their ideas.

LESSON BREAKDOWN	TIMING	INSTRUCTIONS
<p>Extension</p> <p>PDF 3a: Banking Jargon - Worksheet Slide 9: Banking Jargon PDF 3b: Banking Jargon - Answers PDF 3c: Savings & the £1 a Week Challenge! (x2) Slide 10: Savings grid PDF 3d: Savings Tips - Suggestions</p>	30mins	<ul style="list-style-type: none"> ▶ Using PDF 3a Banking Jargon - Worksheet, ask students to link the correct definition with the banking term. Check a selection of these answers using Slide 9. ▶ Move on to a group discussion to ensure that all students understand basic banking terminology that would enable them to confidently describe banking to others. ▶ Using PDF 3c Savings & the £1 a Week Challenge! introduce a way of saving that is simple. Explain the concept of saving £1 every week, which increases by £1 every month. The worksheet can be completed individually, in pairs or group work. Use Slide 10 to check answers for the first six months and PDF 3b Savings Tips - Suggestions to extend discussion.
<p>Consolidation Quiz</p> <p>Slides 11-13</p>	5mins	<ul style="list-style-type: none"> ▶ Use the final three slides to ask questions, check understanding and find out how far learning objectives have been met.

ANSWERS

PDF 3c: Savings & the £1 a Week Challenge

1. £52
- 2.

MONTH	NO. OF WEEKS	AMOUNT/WEEK	TOTAL/MONTH	CUMULATIVE
January	4	£1	£4	£4
February	4	£2	£8	£12
March	5	£3	£15	£27
April	4	£4	£16	£43
May	4	£5	£20	£63
June	5	£6	£30	£93
July	4	£7	£28	£121
August	5	£8	£40	£161
September	4	£9	£36	£197
October	4	£10	£40	£237
November	5	£11	£55	£292
December	4	£12	£48	£340
TOTAL	52			

ANSWERS	
	<ul style="list-style-type: none"> 3. £93 4. £340 5. £288 6. £9 7. Save the amount you can afford and continue to save that amount. You could halve the amount you save to 50p per week increasing by 50p or any other amount that is affordable as and when you can. The main objective is to get into a regular saving habit. 8. Regular, focused saving, getting into good financial habits, planning ahead and being prepared. 9. Suggestions from your students. Use PDF 3d Savings Tips - Suggestions - Under 18s to extend the discussion.
Slides 11-13: Quiz	<ul style="list-style-type: none"> 1. Fundamentally budgeting for most people is increasing income and decreasing expenditure. 2. An amount the Government takes from your income to pay for things such as health, education, defence etc. 3. Class discussion.